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ABSTRACT

In order to ascertain whether the definition and delineations of the terms "community services" and "continuing education" adequately represent institutional concepts and goals with respect to these functions and to determine how well El Paso Community College met community needs, an in-depth review of relevant literature and a limited needs assessment survey were conducted. The literature review disclosed that some college administrators tend to confuse community services with continuing education, often thinking of them as a single function. Trial, revised definitions, clearly delineating programs offered under each function were developed and applied in the needs assessment survey. Responses to a pre-tested instrument (administered by telephone) were obtained from 433 community residents to questions concerning awareness of the college, attitudes toward it, and knowledge of and interest in adult oriented courses as well as identification of community problems with reactions to and suggestions about the college's role in solving them. Survey results indicated that the college appeared to be meeting its goals in providing education opportunities. A bibliography is included, and appendices contain definition evaluation forms, supplementary materials, and a copy of the survey instrument. (TR)

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COMMUNITY SERVICES AND CONTINUING EDUCATION: A PRACTICAL DELINEATION FOR EL PASO COMMUNITY COLLEGE

ALPHONZO A.SUTHERLAND

A MAJOR APPLIED RESEARCH PROJECT
PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF DOCTOR OF EDUCATION

NOVA UNIVERSITY
1977

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Abstract of a Major Applied Research Project Presented to Nova University in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

COMMUNITY SERVICES AND CONTINUING EDUCATION : A PRACTICAL DELINEATION FOR EL PASO COMMUNITY COLLEGE

By

ALPHONZO A. SUTHERLAND

June, 1977

The problem studied by this project was the definition and delineation of the terms community services and continuing education in a manner which represented the concepts and goals of an institution with respect to those functions. The project's objectives were to define the two terms for El Paso Community College, El Paso, Texas and to provide the college with an assessment of the degree to which it was meeting the needs of its community in these areas.

The need for this study was generated by the comments of the Visiting Committee, Commission on Colleges of the Southern Association of Colleges and Schools after its 1975 visit. While satisfied with the institution's programs of community services and continuing education, it took note of the fact that only non-college credit courses were considered in these programs.

The problem was exacerbated by the lack of definitions for the two functions which were descriptive of the services offered. Although working definitions had been developed, they had not been uniformly interpreted by the various departments of the college.

The definitions in this study were developed from an in-depth review of relevant literature on community services and continuing education. The results of that review disclosed a significant problem with any attempt to define these functions. Some community college administrators thought the two terms were synonymous descriptions of a single function. Others found there was a difference between the functions but, were not agreed upon which services and programs belonged to each function.

Contemporary definitions were subjectively evaluated and those which reflected prevailing views were selected. The selected definitions were arrayed in matrix format and examined for essential elements. The identified elements were used to develop trial definitions for community services and continuing education. The trial definitions were submitted for evaluation to the National Council on Community Services and Continuing Education. The evaluation packet supplied to the Council members included an abstract of the MARP proposal and background data on El Paso Community College.

The Executive Committee of the Council found the definitions were suitable for El Paso Community College and suggested several modifications which would improve delineation of the programs offered under each function. The modifications were applied to the trial definitions. The results became the definitions to be recommended to El Paso Community College.

To answer the question of how well El Paso Community College was meeting the needs of its community a limited needs assessment of the community was conducted. A telephone survey, randomly stratified by telephone exchange, was made during the Fall-1976. Responses were obtained from 433 residents to nine questions concerning awareness of the college, attitudes toward it, knowledge of and interest in adult oriented courses. Also obtained was the identification of community problems, with reactions to and suggestions about the college's role in helping to solve them.

The questionnaire was developed with accepted techniques for opinion polling, submitted to administrators of the college, and pre-tested before use in the survey. It contained both open- ended and forced choice questions. The survey was conducted by a team of three people, who received preliminary training in telephone survey techniques. The numbers to be called were drawn from a random numbers table in four digit sets. Each interviewer was given one exchange and 15 number sets at a time. Additional number sets were supplied to the interviewer to replace nonworking numbers and those rejected after three calls without an answer.

The survey found that 32 percent of the respondees had some personal contact or involvement with El Paso Community College. However, the majority of those sampled had never been to the campus even as vistors. On the perceived merits of the college, respondees clearly thought the college was valuable.

Most of those contacted were strongly of the opinion that the college was providing educational opportunities for all residents. But, when asked about adult programs less than half knew about these programs. More than one-third of those who were aware of adult programs said they were considering enrolling in a course.

Asked about what changes they thought El Paso Community College should make in its Community Services and Continuing Education programs, the majority opinion was that it should be in programs that lead to jobs. Less than 10 percent thought there should be more emphasis on community problem solving.

Respondees indentified community problems they felt were important. These were classified into sixteen categories. Unemployment led the list, being identified by 31 percent of the sample. They said that El Paso Community College should help solve the problems they identified but were unsure of how the college should do this. On the whole, those polled indicated this help should be confined to an educational role.

The study found that El Paso Community College was becoming a part of the community and was favorably thought of by a large part of the community. There appeared to be a demand for adult programs that was not specific and there was insufficient information about any desired changes in these programs.

The college was meeting its stated goals in terms of providing educational opportunities. El Paso Community College had responded to the information obtained in earlier surveys and had strong programs of transfer and vocational-technical education. There had not been a high priority of effort assigned to community oriented involvement.

The recommendations of the study were to:

1. Establish separate departments or divisions for Continuing Education and Community Service.

2. Adopt the following definitions as statements of program intent and as guides for program development:

a. Community Services are defined as those activities, other than degree and certificate programs, which support the college's function of providing programs responsive to community needs without regard to age groups. These activities include: (a) Providing educational, cultural, social, and recreational experiences which meet the specialized needs of members of the El Paso community and (b) Independent and cooperative efforts to improve, mitigate, or solve the social problems of and improve life in the El Paso service area.

b. Continuing Education is defined as the formal educational programs provided by El Paso Community College which may not be directly applicable to, but do not exclude, certificate and degree programs. These programs are directed toward those adult persons who desire to develop personal potential or resolve problems encountered in their lives and community. Continuing Education consists of credit and non-credit courses or activities offered for an adult population. These courses may take the form (conferences, seminars, short length classes, etc.,) best suited for the educational objective.

3. Examine the long range goals of the institution and determine the actual commitment which the college is willing to make to developing a true community service orientation.

4. Consider expanding current efforts, in community service, in the direction of community involvement.

5. Provide better continuing education offerings, in terms of the Southern Association of Colleges and Schools' Standard Nine, and include under the Continuing Education department all evening courses of vocational and transfer education.

6. As a complement to the preceeding recommendations, develop a new comprehensive plan for providing community services.

TABLE OF CONTENTS

Page

ACKNOWLEDGEMENTS ii

LIST OF TABLES vi

Chapter

1. INTRODUCTION 1
   - BACKGROUND 2
   - STATEMENT OF THE PROBLEM 3
   - PURPOSE OF THE STUDY 6
   - DEFINITION OF TERMS 6
   - LIMITATIONS OF THE STUDY 6
2. REVIEW OF THE LITERATURE 7
   - THE COMMUNITY COLLEGE IN THE UNITED STATES 7
   - DEVELOPMENT OF THE COMMUNITY SERVICES FUNCTION 12
   - DEVELOPMENT OF THE CONTINUING EDUCATION FUNCTION 15
   - DEFINING COMMUNITY SERVICES AND CONTINUING EDUCATION . 18
3. METHODOLOGY AND PROCEDURES 22
   - DEVELOPMENT OF DEFINITIONS FOR COMMUNITY SERVICES AND CONTINUING EDUCATION 22
     - Gathering the Data 22
     - Treatment of the Data 23
   - THE NEEDS ASSESSMENT SURVEY 23
     - Developing the Questionnaire 23
     - The Sample 24
     - Gathering the Data 25
     - Treatment of the Data 26

Chapter Page

4. PRESENTATION OF THE DATA 27
DEFINING COMMUNITY SERVICES & CONTINUING EDUCATION . . . 27
Community Services 28
Continuing Education 33
Trial Definitions 37
THE EVALUATION OF THE DEFINITIONS 39
ANALYSIS OF THE NEEDS SURVEY 40
The Sample 40
Sample Responses 41
COMMUNITY SERVICES AND CONTINUING EDUCATION AT EL PASO COMMUNITY COLLEGE 58
The Target Population 58
Organization of the College 59
Community Services and Continuing Education Programs 60
OTHER NEEDS ASSESSMENT DATA 61
Manpower 61
Educational and Occupational Aspirations 64
5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS 67
SUMMARY 67
The definitions 68
The Needs Survey 68
The College 70
FINDINGS AND CONCLUSIONS 71
RECOMMENDATIONS 72
BIBLIOGRAPHY 74
APPENDIXES 80
A. DEFINITION EVALUATION FORMS AND SUPPLEMENTARY MATERIALS 81
B. THE SURVEY QUESTIONNAIRE 88

Appendixes Page

C. INTERVIEWER INSTRUCTIONS AND CONTROL FORMS 90
D. LIST OF THE EXECUTIVE COMMITTEE, NATIONAL COUNCIL ON COMMUNITY SERVICES & CONTINUING EDUCATION 93
E. EXTRACT OF COMMENTS BY THE EXECUTIVE COMMITTEE, NCCSCE . 96
F. EXTRACT OF COMMENTS TO QUESTION 9a 98

LIST OF TABLES

Table		Page
1.	Distribution of 100 Junior Colleges According to Date of Inauguration of Adult Education Programs	17
2.	Matrix of Community Services Definitions	31
3.	Matrix of Continuing Education Definitions	35
4.	Results of Evaluation of Definitions by the NCCSCE	39
5.	Estimate of Goodness of Fit	41
6.	Demographic Data of the Survey Sample	42
7.	Responses to Question 1: Have you or members of your family attended El Paso Community College?	44
8.	Responses to Question 1a: Have you ever visited the campus?	45
9.	Responses to question 2: What do you think about El Paso Community College?	47
10.	Responses to Question 5: Do you think EPCC has really been making an attempt to provide educational opportunities for all people in the El Paso area?	48
11.	Responses to Question 6: Do you know about any of EPCC's programs for adults?	50
12.	Responses to Question 6a: Are you considering enrolling in a program in the future?	51
13.	Responses to Question 7: If EPCC would make some changes in its community services and adult education programs,do you think it should ———————?	53

Table | Page

14. Responses to Question 8: Among the things which you feel are important, what do you think is the most important problem in the El Paso area? 55

14a. Comparative Listing of Identified Problems in Rank Order 56

15. Responses to Question 9: Do you think EPCC should get involved in helping to solve the problem you identified in Question 8? 57

16. Breakout of Course Offerings in Community Services & Continuing Education, El Paso Community College - Fall 1976 62

Chapter 1

INTRODUCTION

With the coming of age in the 1960's community colleges in the United States began a period of transition in the prioritization of their normal functions. Although transfer and terminal education were still the primary functions, increasingly more emphasis was being placed on community services and continuing education as major functions.

There is a growing awareness that the future of the community college may lie in a postive identification with the community. Although community college administrators acknowledged some responsibilities for interaction with the community, there has often been only a token effort taken in that direction. As this decade opened leaders in community college education began to emphasize the importance of this concept. Gunder Myran, a proponent of community services for many years, tried to focus attention on community involvement. In an article written for the American Association of Community and Junior Colleges, Dr. Myran stressed the point that recurring use of the term "community" suggests a movement away from isolation on a secluded campus toward becoming actively involved in the ebb and flow of day-to-day community life, particularly in consort with other local agencies and groups (1971:28). Ervin Harlacher in describing the role of community colleges for the future stated that the community college has a mission to serve individuals by helping them to grow, acquire skills, attitudes, and knowledge to restore and improve neighborhoods (1972:12).

This same sense of involvement with the community was observed by Arthur Cohen, in his book, "A Constant Variable." He looked at the community service function and suggested that it was a promising development, which was in many cases already overshadowing the transfer function (1971:124). A more positive stand has been taken by Edmund Gleazer of the American Association of Community and Junior Colleges (AACJC) who predicted that the community college will be a "community based" institution (1974:10). In an address to the 1974 Assembly of the AACJC, Benjamin Wygal expanded this idea of community based institutions to include a requirement to develop an

understanding and appreciation for community based activities (Solenkman, 1974:11-12). While the evidence, that the community aspect will be the most important function of the community college, seems clear, it is not conclusive. William Keim pointed out that there is not a total commitment to this approach. Writing of the community aspect of college programs, he noted that some colleges, faced with tight money, were moving away from noncredit activities. Still, in his opinion, this was the most important area for concentration (1975:16).

For the college this attention to the community aspect imposes the necessity to examine its role in the community vis-a-vis its explicit and implicit functions. Many institutions have gained initial acceptance and support from the community because of the promise for a richer community life that its presence would bring. In this context it is essential to continued effectiveness that each college take action to insure that it knows all the various dimensions of its community.

To accomplish this total involvement with the community requires two-way communication between college and community. There must be feedback mechanisms that alert the college to community needs and interests on one hand, and a positive signaling of its intentions toward the community with the extent of proposed involvement by the college on the other hand. It is the intent of this project to assist El Paso Community College in accomplishing these tasks by:

1. Developing definitions for Community Service and Continuing Education that are adapted to the special needs of El Paso Community College.

2. Determining the extent to which El Paso Community College meets the needs of its service area.

BACKGROUND

El Paso Community College is located in El Paso, Texas, the westernmost city in Texas. El Paso is the fifth largest city in Texas, with an estimated population of 360,225. It has a young population whose median age is 23.0 years. Racially and ethnically 58 percent of the population is Spanish speaking or Spanish surnamed, 2.8 percent is Black, and all other identified minority groups comprise one percent of the population.

In 1969, El Paso residents voted to establish a Junior College District. However,

the voters declined to support the college through local taxes. After nearly a two-year delay, local citizens pressured for operations to begin, resulting in the Board of Trustees seeking assistance from the state. State funding assistance was received in 1971 and the college began operating in September of that year. Initial classes were held in a number of locations around the city. After negotiation, the El Paso Community College was able to lease facilities from the Department of the Army. It opened the 1972 academic year in an unused training facility at Fort Bliss, Texas, located in the northeast corner of the city of El Paso. Since that time it has acquired a building from the El Paso Public Schools System to house its Allied Health Department. After an intense campaign the voters approved a bond issue in 1975, that would permit the building of a permanent campus on college-owned land. Construction was expected to be completed during calendar year 1978.

Founded to meet the obvious needs of a large part of the population not served by other institutions, its expressed aims are to:

> provide the opportunity for higher education to all citizens who can benefit from the experience, and attempt to serve both society and the individual through a comprehensive, balanced program of general and vocational technical career education.

The college's philosophy as stated in its 1976-77 catalog repeats those aims and endorses the concept of the open door admission. This policy is modified for specific programs where prerequisites are necessary to insure that students can perform successfully. The college lists six program areas or major functions which support its philosophy as (1) transfer degree programs, (2) vocational-technical career programs, (3) community services and adult education, (4) developmental programs, (5) educational, personal, and occupational counseling, and (6) general education courses (EPCC, 1976:46-47).

It has been successful in terms of enrollment, increasing from 901 students in the initial term to more than 10,000 at the start of the 1975-76 academic year. It is expected that this level will be maintained through 1984-85.

STATEMENT OF THE PROBLEM

After five academic years, El Paso Community College has reached a basic level of development; however, it should now begin a period of consolidation and refinement of operations. El Paso Community College is attempting to meet its objectives in all major

functional areas at once. Up to this point the college's primary concerns have been with transfer and terminal programs. Secondary emphasis has been focused on the continuing education area, with lesser attention to what is generally considered to be community services. To fulfill its implied promise to the community, the college must give increasing attention to community services and continuing education.

At present the college holds candidacy status for accreditation with the Commission on Colleges of the Southern Association of Colleges and Schools. A candidate visit was made to the college in September, 1975. The visiting committee was favorably impressed with the progress in community services and continuing education, under the Southern Association's Standard Nine. However, the committee did identify some weaknesses which should be corrected. Specifically, the visiting committee noted that:

> The El Paso Community College Catalog, 1975-76 (p. 39), states that one of the college's objectives is to offer community services and adult education which provide opportunities for part-time instruction in credit and noncredit courses. The Status Report, 1975 (p. 27), identifies as one of the four major components of the curricula offered by El Paso Community College's community services and continuing education programs which provide vocational and avocational skills. Actually, El Paso Community College considers only noncollege credit offerings, regardless of location offered, as continuing education and community services.

To appreciate the visiting committee's criticism it is necessary to provide some additional background on this requirement for accreditation. The Southern Association of Colleges and Schools and its member institutions have recognized both the need for and the importance of providing "public service programs." However, for a long time there were no standards to guide the formulation of these kinds of programs, a factor which limited the initiation of programs that had value to the community. The first standard was developed by the Association toward the end of the 1950's. That standard was directed toward off-campus classes and programs. As the functions of adult education and community service began to take on more significance, in the late 1960's it became apparent that the standard was no longer effective. At that time there was a limited amount of knowledge in these areas. The Southern Association noted that there had been no studies done on the national level and the status of the field in higher education had not been surveyed (1973:1-4). The Association conducted a two-year study (academic years 1969 and 1970) on this problem. The end result was the new 1971 Standard Nine which provided both guidelines for development of nontraditional programs and the basis for evaluation in accreditation. Standard Nine addresses primarily the educational aspects of community

service/continuing education which it designates "special activities." It is in this context that the visiting committee recommended clarification of the credit/noncredit status of El Paso Community College's programs (1973:36-41).

This problem of credit or noncredit courses was further exacerbated by a certain impreciseness of language in describing internal organization and in defining courses. The visiting committee also noted that, "at least three different titles are used in college publications for Director of Community Services and Continuing Education" (1975:22). The same kind of blurring was true of functions described in various other college publications. For example, the Catalog 1976-77 (p. 46), describes one of the college's major functions as Community Services and Adult Education. However, when describing the Community Services and Continuing Education Program (p. 90), it indicates that this is part of the General Adult Program and makes no specific reference to community services as such. The Community Services Program catalog for 1976 drops any mention of continuing education in its title or course descriptions and simply refers to "Community Service Programs." This catalog lists only those courses described in the main college catalog as continuing education opportunities.

Subsequent to the candidate visit, there were attempts to define the functions of Community Services and Continuing Education. These trial definitions were not adopted officially nor were they uniformly applied, as seen from the discussion of current college publications in the paragraph above. Interviews with the college administrators also elicited different interpretations of the two functions. As a result there may not always have been a clear understanding of the distinctions between the two functions, with neither one nor both being fully exploited for the community's benefit.

There is a possibility, therefore, that the college does not project any real image of community involvement beyond that of a purely educational role. Even this educational role was challenged during the recent fight for a bond issue to build a permanent campus. Although the popular vote favored it by a small margin, the taxpayers were reluctant to assume a new burden. Opponents of the issue cast doubts about the real worth of the college. The citizens as a whole were seemingly unaware of the college's involvement in community affairs and the potential it had for improving the quality of life in the El Paso area. The extent of that non-image is also examined briefly in this study.

PURPOSE OF THE STUDY

The problem, as stated, generates two fundamental questions for research.

1. What are the differences between Continuing Education and Community Services at El Paso Community College and how do they conform to accepted contemporary national and professional delineations?

2. What scope of activities (parameters) for each function will satisfy both the goals of El Paso Community College and the needs of the community served?

The purpose of this study is twofold: First, to define and delineate the terms community services and continuing education, in such a way that they can be used to shape future program direction and secondly, to evaluate how well El Paso Community College is now meeting the needs of the community.

DEFINITION OF TERMS

Community college: A two-year public college, which offers programs of post secondary transfer education, terminal-career certificate programs, continuing education, and community services.

Community: The economic, political, and social environment which comprises the community college's service area.

LIMITATIONS OF THE STUDY

The definitions derived by this study are limited to those applicable to community college education. The data from the needs assessment survey are time sensitive and are subject to some loss of accuracy with changes in the local political environment and economy.

Chapter 2

REVIEW OF THE LITERATURE

This chapter contains the literature review of junior and community colleges relevant to community services, continuing education, and the definition of these functions.

THE COMMUNITY COLLEGE IN THE UNITED STATES

During the review of the literature, it appeared that writers on any topic in the community college area felt it obligatory to include a historical statement as a preface. The material presented here is not in that vein. To establish the requisite perspective for analyzing community college functions such a historical tracing is necessary.

The two-year college was, until recently, almost exclusively an American institution. Higher education in the United States was originally modeled on European systems most familiar to the early colonists. Although democratic in principle, the prevailing philosophy concerning university training was elitist. The development of the country and its rapid expansion to the west created subtle changes in our national character and by the beginning of the nineteenth century some educators recognized the need to provide vocational and post secondary training for the masses. One of the earliest to speak out, Josiah Holbrooks (Cohen, 1974:1605), proposed an American Lyceum and said:

> Object of the Lyceum are the improvement of its members in useful knowledge, and the advancement of popular education, by maintaining uniformity and improvements in common schools, by becoming auxilary to a board of education.

This was perhaps the first step toward providing community service/education.

The next efforts were taken by the Chautaugua about 1874. The Chautaugua movement used the teaching and doctrines of the Bible as the basis for its work and gained a substantial following (Cohen, 1974:1606). Its impact on education was noted by William Rainey Harper in 1886. Writing of teaching by correspondence, he noted: "institutions have been established (a Chautaugua College of Liberal Arts) whose influence will develop

the system more fully." (1886:79).

The idea for a junior college was generated by William Folwell of Minnesota, Henry Tappan of Michigan, and William Harper of Chicago. They espoused a bifurcated university (Medsker:1960). In Cohen's view (1971) both Tappan and Folwell saw the junior college as a preparatory institution similar to the German Gymnasium. They wanted to create an elite public university system where freshman and sophmore years would be turned over to the secondary schools. Tappan referred to community problems which a university might satisfy. In his inaugural speech, as Chancellor of the University of Michigan, he proposed: "But in addition to this (university) we shall allow students to select special courses, and give them at their departure, certificates of their proficiency." (Cohen, 1974:1514).

The concept of extended public school involvement was not accepted then, however, lower division work in private and public schools was implemented on a limited scale by the turn of the century (Medsker:1960). Harper, in the same period, was influential in the establishment of Joliet Junior College, our oldest continous junior college. This was not truly the beginning of the junior college but rather the end of the scene dominated by Tappan-Folwell (Cohen, 1971:19). Even Harper had divided the University of Chicago into two parts, an Academic College and a University College, which later became the junior college and the senior college, respectively.

By 1921, there were 207 junior colleges of which one-third were private. In the next 16 to 18 years the number of such colleges increased to 575 of which 61 percent were classified as public institutions. Medsker (1960:11) reports that by 1958 there were 667 junior colleges and 58 percent of them were public with 90 percent of the junior college enrollment. It appears that in many states the local junior college got started without the benefit of enabling legislation. This was sometimes the result of strong community action. The willingness to underwrite start-up costs, often through subscription, permitted initiation of a junior college despite lack of action by the city or state. Opposition was based on grounds of competition with four-year schools and extra taxes. In the early years they still received little state support after becoming legal. Medsker conducted a 15-state survey of junior colleges. He found public two-year colleges had developed into either locally controlled and supported institutions, vocational- technical schools being state controlled and funded or two-year extensions of four-year colleges/universities (1960:12). Medsker

also found that while they varied from state to state no one type was exclusive within a state. As the public community college expanded during the 1960's, increasing participation by state and local governments brought about a degree of uniformity within the more progressive states.

No single problem has intrigued and troubled administrators of community colleges more than that of describing the proper functions of the community college. Bogue (1950) concluded that between independent and public college educators there was agreement on the necessity for extending free public education through the fourteenth year. But, there the consensus disappeared.

Zook (1946) identified the basic functions of the community college to include adult education and semi-professional education. He said that functions are shaped by the community, therefore, each community college will have a different emphasis. This kind of truism was too general a statement for practical application. Bogue (1950:11) described the function as broadly stating that:

> The community institution goes to the people who live and work where it is located, makes a careful study of the needs of these people for education not being offered by other institutions of learning, analyzes these needs and builds its programs in response to the analysis.

Perhaps a better description was provided by Thornton (1960) when he said that: "community college means different things (to different groups) but includes all the functions of the junior college plus vocational and adult education."

Both Bogue's and Thornton's descriptions were reasonably accurate statements of purpose but they left functions undelineated. Johnson (1964) moved closer to the mark. In his view the sole purpose of the community college was no longer the provision of lower division courses. He described the community college as a multi-purpose institution which offered occupational education and continuing education for adults in addition to transfer programs. Johnson accepted the philosophy of Thornton, on the responsibility of the community college to have "programs and offerings to meet specific educational and manpower needs....". While there is general agreement with respect to these functions, others such as high school completion, university screening, and general education are frequently added to this list of responsibilities. These can be taken as examples of the diversity of purpose ascribed to the community college.

With the acceleration of the community college movement in the sixties, this description of functions became more important as some colleges sought to carve out new areas in higher education for themselves. Myran (1969b) proposed five functions of the community college to be general education, transfer education, student personnel services, vocational technical education, and community services. Still there was no single agreement about these functions. Cohen (1971) cited only Koos' The Junior College Movement (1925), and Reynolds' The Comprehensive Junior College Curriculum as the most important efforts to pin down the function of two-year colleges. It was his opinion that most educators would accept or agree on at least a triparte functioning of the community/junior college which included transfer education, career education, and community services.

In 1960, the two-year college was being thought of by many as a comprehensive community college. Now a peculiarly American institution, the swing from elitist to egalitarian concepts by the community college was virtually complete. But, this concept was not without its critics. Bogue (1960:138) questioned whether community colleges "actually serve the segments of society which are most in need of being served." Most colleges lacked built-in evaluation procedures and could not answer the question. At the 1974 National Conference on Community Services and the Community College, Myran (1969b:16) raised the same question. He found that open-door programs had been hindered because it was partly a myth. Some programs were still elitist and the selection process had merely been shifted from the admission office to the classroom. He summed his viewpoint with the jingle:

> You let 'em in
> and we'll flunk 'em out
> Then they'll learn
> what life's all about.

The seventies found the community college emerging from the rapid growth period of the 1960's. Its place in American higher education seemed assured. The core program of most community colleges was still transfer education. Arthur Cohen (1971:125) felt this would remain the case for some time, for the following reasons; its prestige, the lower per student cost, and students-parents-acrediting agencies feel more comfortable. He held that the growth of today's community college is because it promised something for everyone (1) The university can maintain restrictive admissions, (2) The opportunity to go to college in the hometown at minimum expense and with little advance commitment, (3)

Admission easy-fees small, (4) Industry promised a source of trained workers (at public expense), and (5) A community agency to cure urban ills.

No matter what the reason for success, community college leaders began the seventies with a critical view of their functions and responsibilities. At the 1974 AACJC Conference, Benjamin Wygal keynoted the challenge for the future saying, "the 1960's boom is over, Happy days are gone." (Solenkman, 1974:6). He conjectured that future growth is in providing nontraditional clientele with nontraditional services through nontraditional delivery systems. Compact, in its 1971 Special Issue, outlined four potential areas of growth for community colleges; fundamental education, external degree programs, continuing professional education, and solution of community problems (Allen, 1971:26).

However, the growing consensus is that regardless of form or functions, the community aspect is a mandatory concept for development. Such terms as community based, community oriented, and community renewal pervade the literature of the 70's. Martin Cohen (1971), in his book, College of the Whole Earth, expressed approval for the pragmatic manner in which colleges have carried out their functions to serve so many needs of their communities. His envisioned college would:

1. Provide channels for continuous flow of information about life and economy of the community.
2. Examine alternate ways of developing community resources and increasing wealth and variety of life in the community.
3. Examine possible ways of solving community problems.
4. Stimulate an influx of information to the community from other parts of the world.

Although Cohen's proposals are somewhat esoteric, educators such as Harlacher, Gleazer, and Myran have proposed a similar direction for community colleges. Harlacher believes community renewal is the new role of community colleges. He would place emphasis on multi-media, multi-modal instructional systems because what is learned is more important than what is taught. Harlacher found little progress in this direction and in a 1974 speech said that community colleges are still primarily college based and faculty based, not community based and very little has been done to change their credential orientation (Valencia College, 1974:22). Speaking at the same conference, Myran proposed community based education as the ideal future for community colleges. He would eliminate any campus orientation and mix with the community. New programs developed under these concepts would not fit existing academic categories. In a more positive fashion, Edmund Gleazer

(1974) outlined objectives for this new community college, saying that the community college that defines itself as a community based, performance oriented, post secondary institution will have the following four basic objectives:

1. Current, accurate and comprehensive information about the community and how the institution is serving its community.
2. Access to information that enables the college to develop its human resources consistent with national needs and trends.
3. A comprehensive plan expressed in terms that can be understood and supported by the community.
4. The ability to justify its need for resources and to demonstrate that they have been used effectively.

In summary then, we can see that community colleges have become an American institution with a firm place in higher education. Although some writers can ascribe distinct periods of evolution, the community college is still undergoing transition.

DEVELOPMENT OF THE COMMUNITY SERVICES FUNCTION

In tracing the development of community services as a function, it is difficult to separate it from adult and/or continuing education. While this separation will be attempted later, the reader must accept the interchangeable and all inclusive use of the term "community services" at this point.

Thornton placed the recognition of the community aspect of community/junior colleges at the early 1920's (1960:53). He cited the American Association of Junior College's revised definition of 1925 which added "....develop curriculum suited to the larger everchanging civic, social, religious, and vocational needs of the entire community." However, Koos' book, The Junior College Movement, published in the same year, makes no identification of either continuing education or community services. Almost all early efforts were directed toward analyzing community needs for various kinds of adult educational demands. Martarana (1948:322) dated the emergence of community responsibility at 1935, as manifested by the changes in the California higher education system. Bogue (1950:22) on the other hand cited 1932 as the real beginning of California's community involvement in response to a special governor's Committee on Teaching.

Later writers, while accepting the earlier period as one of recognition, set the real emergence at post World War II. Myran (1971:3) suggested that community service as a

concept developed first in California about 1951. This development was due, in part, to legislation that permitted taxing for community services of an educational, cultural, or recreational nature. Acceleration of this function took place in the 1960's. It was in this period that educational leaders began to examine the concept and function in some detail. Reynolds (1956) listed eleven kinds of community services, which placed heavy emphasis on community involvement and identified adult education as the only direct educational effort. Myran (1969b) noted that community education was provided under many labels (Community Services-Continuing Education-Evening College) and that some attempt to define this function was indicated. The only point of agreement during the 1960's was that societal conditions determine the kinds of community services provided.

Some guidelines to the included subfunctions of community services were provided by Raines. He developed a taxonomy that was descriptive of the scope of community services to that point (Myran, 1969b: 14-16). As designed, the taxonomy was open-ended to allow updating as conditions changed. Raines divided his taxonomy and community services into three categories: Self Development Functions, Community Development Functions, and Program Development Functions. These categories addressed the needs of individuals and groups, the institution's efforts to improve the community, and actions to obtain and utilize resources.

In the mid 1960's community was one of the most provocative topics in community college literature. The new order was being preached, defined, re-defined, and refined everywhere. Such educators as Kiem, Harlacher, and Myran were among the most articulate in describing the community service function. Harlacher (1968: 12) hypothesized that, the "next great thrust of community college development will be in the direction of community services." He predicted seven directions which the community dimension would take:

1. The community college will develop agressive multi-service outreach programs designed to truly extend its campuses throughout the entire college district.
2. The community college will place increasing emphasis on community education for all age levels and all age groups.
3. The community college will utilize a greater diversification of media in meeting community needs.
4. The community college will increasingly utilize its analytical capabilities to assist its community in the solution of basic educational, economic, political, and social problems.

5. The community college will be increasingly concerned about the cultural growth of its community and state.

6. The community college will place greater emphasis on interaction with the community.

7. The community college will increasingly recognize the need for cooperation with other community and regional agencies.

In his book, The Community Dimension of the Community College, Harlacher claimed the community function as the property of the community college. He stated that community colleges had certain characteristics that qualified them to offer community services. Among these characteristics were that the community college is: community centered with the primary purpose of service to the community, that it is the creature of the community and can respond to changing needs, as a higher education institution it can draw on the staff to assist in solving community problems of a complex society, being new it can meet community needs without duplicating existing services. Moreover, he felt that community services should be unlimited in either scope or function (1969:8).

In the same year Beaudoin (1968) surveyed the community services function in junior colleges. The survey found (53 colleges reporting) that they were flexible in carrying out the function and saw it both as an emerging educational function and as a complement to existing functions. However, as the relative newcomer to the junior college movement, community services was the most varied and least defined. Myran (1969a:2) described the function as being concerned with unrealized potential and/or needs and the bringing together of the resources of community and college.

Congress took note of this growing function and assumed some resonsibility for its promotion in the Higher Education Act of 1965. The original act provided support for community services programs that help solve urban and suburban problems (House of Representatives, 1965). But, emphasis was directed toward programs of continuing higher education which had the same objectives. Title I of the Act was amended in 1971 and the coverage was extended to community services and continuing education programs.

Talbot (1973) reported on an American Association of Community and Junior Colleges (AACJC) study of 82 community services projects conducted by 57 public and seven private two-year colleges under Title I. Although community colleges had limited experience with Title I, they were good experiences. The problems which received the most attention were personal development, employment, community development, and government. The AACJC study was corroborated by the National Advisory Council on

Extension and Continuing Education (NACECE), 1975 report to Congress. In evaluating the Title I program the study noted that a dramatic increase in institutional participation had been among two-year public and community colleges; from 12 percent in 1967 to 32 percent at the end of fiscal 1973. This was accompanied by a correspondingly larger share of Title I funds, 11.6 percent in 1973 as opposed to 6.3 percent in 1967 (NACECE, 1975:6).

According to Myran (1969a) community services were clearly part of the community college operation. He cited the establishing of a National Council on Community Services for Community and Junior Colleges as an indication of its importance and permanence. In his view the primary challenges for the 1970's were: increasing service to the poor and black, improving teaching methods, and planning and expanding communications and articulation with other agencies. At the 1973 Institute, held at Minnesota University, the central theme was community services. The conferees felt that community services were maturing into a distinct aspect of community college work (Morgan,1974). Keim (1975:5) summed the current status of the community services function as the least definable and poorly financed function, but said it is the future of the open college and the community college.

DEVELOPMENT OF THE CONTINUING EDUCATION FUNCTION

As stated earlier, there has been an overlapping of terms between community services, continuing education, and sometimes adult education. In discussing the development of this function, continuing education is used to describe all efforts to improve the education of adults no matter how labeled.

In a sense, the concept of community education can be said to arise from the recognition that education was needed beyond the secondary level, if life for all classes was to be improved. Perhaps the earliest step in this direction was the Chautaugua Movement, which had begun teaching by correspondence. Harper (1886) wrote an article on the experiment, which at that time was 4-5 years old. He said of it that: "correspondence had helped thousands toward knowledge they would not have otherwise had." By 1893, a number of institutions had extension programs. Commentators of the day saw it as opening doors of colleges to a "class of people who are not now directly benefited by the higher institutions of learning." These efforts were later aided by the Agricultural Extension,

Morrill, and Smith-Lever Acts which essentially encouraged and helped people to help themselves.

Although this development was taking place almost simultaneously with the junior college movement it did not affect these institutions. Martarana (1948:327) reports he found that only three of one hundred junior colleges had programs for adults before 1925. Progress in this area was slow with only 100 colleges offering adult education by 1947 as shown by Table 1. Murphy (1969) puts the recognition of the need for adult programs at 1930. The scope of these programs was to be outside the transfer and terminal occupational programs already available.

Increasing demands of World War II and Korean veterans for varied educational experiences, the Vocational Training Act, and the Manpower Development Act all served to accelerate this function in the community college. In the late 1960's community colleges had adopted the continuing education function as their own. But attitudes varied on how the function was to be carried out. On the one hand, Verner (1968:104-5) said, "Adult education has become an additional responsibility and lacks both controls and compulsions." He felt that continuing education was not accepted as a normal function of these institutions. On the other hand, Gleazer (1968) saw the community college as a center for continuing education and being designed to accomodate adult needs. Griffith (1968:8) speaking to an Illinois Junior College Conference, said that, "adult education has erupted rather than evolved." He felt that the junior college literature of the period took a narrow view of adult education. This tendency, he reasoned, came because educators had developed the habit of equating education with conventional classroom instruction. It seemed perfectly clear that adult education was the newer function and certainly not well understood.

Myran (1971:5) found continuing education to be stronger in the southern region of the United States due to its leadership in providing continuing education in agriculture and basic adult education. But the overall impression of the seventies was one of optimism and promise. Kintzer (1974:5) cited the view of the American Council on Education:Committee on Higher Education: "Higher adult education is only beginning to understand its present accomplishments and the scope of its future role." McCluskey (1972:22) expressed it another way. In assessing the consequences of the community college movement he felt the commitment of the community college to adult education and

Table I

DISTRIBUTION OF 100 JUNIOR COLLEGES ACCORDING TO DATE OF INAUGURATION OF ADULT PROGRAMS*

Date	PUBLIC JUNIOR COLLEGES			PRIVATE JUNIOR COLLEGES	TOTAL
	Small	Large	Total		
1920-24:	1	5	6		
Number	-	-	-	3	3
Percent	-	-	-	12.0	3.0
1925-29:					
Number	1	5	6	1	7
Percent	3.3	11.1	8.0	4.0	7.0
1930-34:					
Number	1	4	5	7	12
Percent	3.3	8.9	6.6	28.0	12.0
1935-39:					
Number	7	16	23	4	27
Percent	23.3	35.6	30.7	16.0	27.0
1940-44:					
Number	9	14	23	4	27
Percent	30.0	31.1	30.7	16.0	27.0
1945-47:					
Number	12	6	18	6	24
Percent	40.0	13.3	24.0	24.0	24.0
Total:					
Number	30	45	75	25	100
Percent	99.9	100.0	100.0	100.0	100.0

*Martorana, op. cit., p. 327.

community services was a triumph of educational achievement. As the seventies pass the midpoint there can be little doubt that at least this function has been marked as the territory of the community college. For the most part community colleges today view this as the real market to be exploited for future growth.

DEFINING COMMUNITY SERVICES AND CONTINUING EDUCATION

Central to the problem of identification of functions and the community college's role in discharging them has been the interchangeable use of the terms community services and continuing education. Many colleges simply carried out elements of these functions without any attempt at delineation. This section presents an overview of early and contemporary usage of the two terms. Analysis of the terms and functions is treated in subsequent chapters.

If there is a single point of agreement among community college administrators it is that community services is the least defined and least understood function of community colleges. Some of the confusion stems from the lack of a philosophy of community service. California University (1973:1-2) pointed out this problem in its Community Service Brief. In its opinion, there were two problems in developing such a philosophy: (1) to define community and (2) to identify the needs of the community that the college should attempt to serve.

Despite the perceived handicap, leading proponents of community services did attempt to define them. Blocker, Plummer, and Richardson (1965) were among the earliest to do this. They were of the opinion that a community services element would carry out the responsibility of the two-year college in answering the need for avocational and cultural activitiies in a leisure oriented society. By 1969, the function was being described by Myran and Harlacher who shared similar but divergent views. Harlacher (1969:12) described community services as educational, cultural, and recreational experiences which were in addition to regularly scheduled day and evening classes. Myran (1971:14-15) originally defined community services as efforts of the community college which serve personal and community educational needs not met by formal collegiate degree or certificate programs. He revised this after surveying the perceptions of the National Council of Community Services to read: "those efforts of the community college often taken in cooperation with

other community groups or agencies which are directed toward...." Arthur Cohen (1973) provides a serviceable summary of these two definitions, characterizing Myran's as all inclusive and Harlacher's as a definition by exclusion. It is around these two approaches that other educators built their earlier definitions.

With the recognition of community services as the future area for concentration definitions began to focus on the community aspect. Myran (1971:18) refined his definition again to say: "Community services are those action programs .... which direct the educational resources of the college toward ...." Flightmaster (1973:1) accepted a Michigan Council of College Administrators' definition as indicative of the direction community services were taking. The Council said:

> The staff and faculty may be available for consultation, coordination, assistance and participation in the social, economic cultural, and educational betterment of the student, community and the college.

Others such as Etter (1970:215) chose not to define community services with a statement but preferred to list the activities which are or should be included, e.g., conferences to alert citizens to community problems and consultations with organizations concerned with the improvement of community and urban life.

Although there is a growing attention to the community aspect, definitions are still cloudy. A number of commmunity services administrators still cling to the view expressed in Beaudoin's (1968) survey of junior colleges. Beaudoin concluded that community services and continuing education were very nearly synonymous terms in two-year schools. Other administrators agreed with Larson and Reitan (1971:8) who said that broad definitions lead to the argument that all programs offered by the college can be considered community services. But because programs are often selective and changing, a universal definition of this function may not be desirable.

Beaudoin's findings implied that no further discussion was warranted. Harlacher (1969:12) did not agree. In his opinion confusion about these terms stemmed from two misconceptions: (1) That community services and continuing education are synonymous and (2) A community services program is a program of educational public relations. He pointed out that continuing education is used as a synonym for adult education. In addition, Harlacher said that community services differ because they are not limited to adults of the community, a view also shared by Myran.

Harlacher (1969:13) defined continuing education thusly: ".... would be an appropriate description of the entire formal education program." Once again the definition is too all inclusive to be serviceable. To return to the argument that the two terms are synonymous, Etter used them as near equivalent terms: "that describe what is defined as continuing education which has been interpreted to exclude consulting, research, noninstructional meeting, and self study" 1970:215). Here elements now considered to be in the community services function were excluded but unassigned elsewhere. McCluskey (1971:11) provided a most acceptable definition:

> Continuing education can be thought of as lifelong in character but, in practice, it deals with intermediate and later years of learning, especially the continuation of learning not the teaching of illiterate adults.

What is to be accomplished by continuing education is again generally agreed upon by community college administrators and faculty. The scope and direction may vary with location and needs.

This brings us finally to the term "adult education" which may be regarded as a subset of continuing education. For the most part, it is thought of as being almost synonymous with continuing education, so much so that there is little in literature on this point. Griffith (1968:8) offered a definition which was a broader adaption of Verner's and focused on the difference between adult (continuing) education and terminal career programs. He saw it as a relationship between an educational agent and a learner. The agent selects, arranges, and continuously directs a sequence of progressive tasks that provide systematic experiences for those whose participation is subsidiary and supplemental to a primary productive role in society.

Once again, the meaning was clarified by McCluskey, who put the defintion in focus when he indicated that: "Adult education refers to that portion of continuing education where the adult is the client and in which educational programs are oriented to the adult life." (1971:12)

The newer functions of community services and continuing education are consuming larger shares of attention from the institution and appear to be the indicated direction for the future. As is so often the case with emerging functions, the lines are unclear and further blurred by the proponents of various views laying claim to the new territory. The problem was summed up by Myran (1969a:4) who believed that: "Community services and continuing education are not mutually exclusive, they are

elements of each other" and secondly, by Mullen and Gottschalk when they wrote that: "Community Education, Adult Education, Continuing Education, and Community Service are not too different, they are all going toward the same goals." (1973)

Although the community college is still in transition from being a copy of the junior college to a distinctly different kind of institution, it appears to be the best means of achieving a better democratization of the higher education system. Still to be resolved are the hard and fast delineations of functions which are the responsibility of the community college. Within this problem is the need for a clearer philosophy of the two newest functions of community services and continuing education.

It is this latter problem which is the raison d'etre of this study and which dictated the methodology employed and the results which are presented in the chapters which follow.

Chapter 3

METHODOLOGY AND PROCEDURES

The material presented in this chapter deals with the development of and the procedures for collection of relevant data. The contents are divided in two sections. In the first section, the development of definitions for community services and continuing education is described. This is followed by a description of the methodology used for the limited needs assessment.

DEVELOPMENT OF DEFINITIONS FOR COMMUNITY SERVICES AND CONTINUING EDUCATION

The status of definitions for the two functional areas of community services and continuing education was reviewed in chapter 2. It was apparent that there was not a universally acceptable set of definitions that could be used as a point of departure in developing definitions for El Paso Community College. The decision was made to use leaders in the community college education sphere as the source of data for these new definitions. A two stage procedure was employed to arrive at the definitions to ultimately be recommended to El Paso Community College.

Gathering the Data

The initial step was to obtain a representative group of definitions for gathering these data. Definitions were subjectively selected from a comprehnesive search of the literature. The selection process was limited to the period 1960 to 1976 and considered agreement or divergence from contemporary views, regionalism, and the writer's background.

Treatment of the Data

The data were forced into matrices which would permit the extraction of key elements of each definition. A composite definition for each function was contructed from the elements identified in the matrices. The composite definitions were structured to support a tentative philosophy in the direction in which El Paso Community College should turn in fulfilling these functions. These trial definitions were then submitted for evaluation to the Executive Committee, National Council on Community Services and Continuing Education for Community and Junior Colleges (NCCSCE). They were submitted through the President of NCCSCE, who mailed them to each committee member. Each member of the committee was provided with an abstract of the proposal for this study and a background statement which outlined the problem under study, the community served, and a profile of El Paso Community College. Each member was given a comment form on which to record his evaluation and comments. (A sample of the evaluation packet is in appendix A.) The evaluations were tabulated and the open-ended responses analyzed and categorized. The resulting definitions are discussed in the chapters which follow. They form a part of the total recommendations, made in this study, to the President of El Paso Community College.

THE NEEDS ASSESSMENT SURVEY

This section covers the collection of the desired needs data, a discussion of sampling procedures, and the treatment of the data.

Developing the Questionnaire

The development process recognized that the assessment of community needs is a complex undertaking. Each community is a unique entity with different problems and different reactions to common problems. Moreover, attitudes are heavily influenced by the stage of the community's development. The desired information was an assessment of the public's views about El Paso Community College and its adult education programs, the identification of community problems, and the role of El Paso Community College in seeking the solution to those problems. The factors of time and expense favored the use of a questionnaire to obtain the information.

A number of needs assessment surveys done by other community colleges were reviewed. The problem of uniqueness made for wide differences in length, format, and data desired in each survey instrument. However, the needs assessment surveys studied revealed a desired direction for the questionnaire used in this project.

A needs assessment conducted for KOCE-TV by Coast Community College (1974) was one such survey. Its principal contribution was the format developed for a telephone survey and some of the control measures employed. A second was a survey conducted by Harrisburg Area Community College (Snyder, 1971), which presented a number of ways to obtain community attitudes toward the college.

The questionnaire actually used in this study is also a partial replication of a needs assessment survey by an El Paso TV station. This survey performed by Media Statistics (1975) identified problem areas in the El Paso community. Partial replication permitted the comparison of this and other local needs assessments surveys which collected similar data.

The structuring of the questions followed accepted techniques to eliminate possible bias. For example, the advice of the Gallup Poll organization that: "a question or response shouldn't suggest responses for a subsequent item" was observed (Elam, 1973). Although closed questions are easiest to answer and get little resistance from those respondents who might be poorly motivated, some open-ended questions were necessary. Those used fit the guidelines suggested by Weiss (1975:360); e.g., the full range of responses was unknown, the possibility of misconstruing replies was reduced, and some new information might be obtained.

The questionnaire was coordinated with senior administrators of El Paso Community College. It was then modified to satisfy institutional needs for data of interest or to expand on a particular area. The draft questionnaire was tested for reaction. Six individuals not connected with the institution were asked to complete the questionnaire. In response to their reactions, question order was changed and phrasing was modified. An instrument containing nine questions was adopted, a copy of which is shown as appendix B.

The Sample

The objective of the survey was to obtain the broadest cross section of the population possible, with all identifiable groupings being represented. This requirement was best satisfied through the use of a random stratified sampling method. Sampling was

stratified by local telphone exchange, of which there were 32. Numbers to be called were drawn from a random numbers table (Rand, 1955). Because of the mix of urban and rural areas, together with socio-economic differences, there was a high probability of homogeneity in each exchange area. Therefore, to insure dispersion of interviews a small sample of every exchange was taken. The sample per exchange was set at 15. In addition, to reduce the possibility of skewness in the variables of age, sex, and occupation the time of sampling was controlled. The day was blocked into a.m., early p.m., and late p.m. The objective was to place a minimum number of calls betweeen 8-11 a.m., a slightly larger number between 1-5 p.m., and more than one half between 6-11 p.m.

Gathering the Data

Several factors influenced the decision to conduct the survey by the telephone method. The most obvious was the relatively low cost of telephone service and the possibility for repeated call- backs. Some less obvious advantages of the telephone method were a possible increase in the performance of the interviewers, since they would be more at ease in a familiar environment, and the fact that respondents are often more candid than in a face to face situation with an interviwer. The problem of unlisted numbers was minimized by random digit dialing. Also, the inability to sustain interest very long was obviated by the limited number of questions asked (Weiss, 1975:361).

The survey team was composed of a supervisor and two interviewers, one of whom was bilingual. The supervisor also acted as an interviewer. To insure validity of response no interviewers were used who had any predisposition for the end result of the survey. Interviewers were also selected who would not antagonize the public or raise doubts about El Paso Community College's performance. The survey team was given a short orientation and training session. Interviewers were instructed in what they should and should not say. They were briefed on desirable actions or reactions which would result in a valid response from the interviewee. Each was given a question by question review, one practice interview, and one supervised "live" interview. The list of general instructions provided to each interviewer for reference is found in appendix C.

Each interviewer was given one control sheet at a time for a single telephone exchange. The control sheets (appendix C) were prepared from a master list of numbers

drawn from the random number table. Each sheet contained 15 four-digit number sets plus five extra number sets. Each unanswered number was called three times before rejection. When number sets were exhausted before fifteen calls were completed, due to rejection or nonworking numbers, the interviewer was supplied with additional number sets from the master list. Completed control sheets were returned with the questionnaires to the supervisor. They were checked for errors and accepted or rejected by the supervisor. Each interviewer was orally debriefed to insure that open-ended responses and comments were understood and placed in context.

Treatment of the Data

All responses were coded in a simple alpha format for sorting. The open-ended responses to Question 8, which asked for problem identification, were arranged and coded to match similar questions asked in needs assessments done by other El Paso agencies. The responses were card punched and sorted to permit analysis by the variables of age, sex, and occupation. All runs were made on an IBM 360-65 computer using a special purpose inquiry program.

The methodology for data capture and treatment, described in the preceding paragraphs, was conventional and introduced no extraneous bias. These data are presented and analyzed in the next chapter.

Chapter 4

PRESENTATION OF THE DATA

The material in this chapter is presented in three sections. First the data used to arrive at trial definitions are reviewed, the supporting philosophy described and the evaluation of the trial definitions reported. The second section reports the results of the limited needs assessment survey and finally data reflecting the status of community services and continuing education programs at El Paso Community College are presented.

DEFINING COMMUNITY SERVICES AND CONTINUING EDUCATION

The defining of the two terms of interest was complicated by the fact of general disagreement among those most concerned with community college education. Unlike most terms accepted by lexicographers, normal contemporary or classical usage had not resulted in general acceptance of a common definition. This is due in part to the historical development of the community college movement. Only recently has there been recognition and partial acceptance of community services and continuing education as distinct and major functions of community colleges. As a point of departure for discussion of the arguments and philosophies, it may be helpful to review Harlacher's proposal of four major objectives for U.S. community colleges (1969:19):

1. To become the center of community life by encouraging the use of college facilities and services by community groups.
2. To provide all age groups educational services that utilize the special skills and knowledge of the college staff and other experts and are designed to meet the needs of community groups.
3. To provide the community, including business and industry, with the leadership and coordinating capabilities of the college, assist the community in long-range planning and groups in attacking unsolved problems.
4. To contribute to and promote the cultural, intellectual, and social life of the college district community and the development of skills for the profitable use of leisure time.

Few educational leaders disagree with the general content and direction of Harlacher's objectives. However, it is the organizing of a college program to achieve these objectives where differences appear. What department will provide the educational services in objective 2, and are these services considered to be continuing education? Will skill development for leisure time be limited to noncredit offerings alone? Should the community emphasis of objectives 1 and 3 be coordinated separately as community services? The combinations and permutations are almost as numerous as the number of practitioners, community colleges, their communities, and state legislatures.

To some degree it is the evolution of the two functions which has led to the differences in definition. Continuing education as a concept has been part of American educational schemes since the late 1880's. But, as noted earlier, it was the demands of the 1940's and 50's that brought it into prominence, with the public community colleges taking the lead in this field. Community services, on the other hand, had its beginnings much later. Recognized in the depression (1929-39) era as a vital service that could be performed by institutions institutions of higher education it had little momentum until the 1960's. By this time it was becoming increasingly clear that "community" was the raison d'etre of the public community college and that this aspect rated more attention than it had been given to that point. Community colleges approached the function both philosophically and pragmatically. The philosophers outlined objectives and direction for both functions without accompanying lines of demarkation. The pragmatists simply began developing offerings in response to demonstrated or perceived needs without assigning areas of responsibility. The resulting confusion gave rise to views and arguments within arguments. It was this continuing background of dichotomy that provided much of the data used in this study. Generally, the information was selected from the literature of recognized leaders in community education, institutional descriptions, and legislation supporting community services and continuing education. Differences in definition have resulted from the high degree of individuality inherent in the community college movement itself.

Community Services

By the late 1960's community services had become an accepted major function for community colleges. Its relative newness had made it very much a stepchild among institutional priorities. It had not been clearly defined and few understood it and all its

iimplications. There are, in general, two prevailing philosophies regarding community services. The first is rather all inclusive and hypothecates that if a college is truly a community institution, with all that connotes, then everything the college does is a community service. The second philosophy holds that, the operational word is "service" and therefore only those efforts of an institution which provide community identifiable services should be so classified.

Unfortunately philosophy translates poorly into practice where it is too broad or too vague for immediate application. The result has been the emergence of "battle lines" among practitioners on what are workable definitions within the context of both these philosophical approaches. The most basic of these arguments revolves around the terms themselves. On one side there are those who feel that the terms are synonymous and see neither confusion in their use nor a contradiction in terms. Recently, there have been those who do not accept this all inclusive use of the terms. In their view, as these functions have emerged into acceptance, the differences have become apparent and thus susceptible to separate definitions.

A second set of lines has been drawn which focus on the content of the community service function. Those who feel that the primary function of the college is education tend to describe community services in terms of and with emphasis on educational aspects. Once again, with the realization that this is a major function, newer definitions are turned toward community involvement with emphasis on the institution as an agent for social change. A smaller but growing group is describing community services in the context of community education which embodies elements of both approaches.

Fifteen definitions,which represented the most common or prevailing, were selected from the literature review and other research. The definitions also fell into groupings which defined broadly in a statement of purpose and those which described the included services to be offered. Both types are included in the analysis.

Although definitions do not have quantifiable properties, some quantitative analysis techniques such as the matrix appeared useful. The matrix arrayed the definitions in two columns. One column listed those definitions which focused on the education aspect and the second column contained those which were oriented toward community involvement. Data within each column are listed chronologically to permit detection of any evolutionary changes. The community services matrix is shown in table 2. The capitalization of words and phrases is added to emphasize those points of a definition which were extracted for analysis.

matrix is shown in table 2. The capitalization of words and phrases is added to emphasize those points of a definition which were extracted for analysis.

By examining table 2 it is possible to detect the trends and shifts which have taken place in the defining of community services in the last decade. By 1969, community college administrators were earnestly seeking to label this new function of community services. The preponderance of those concerned focused on the educational aspect of community services with attention on the individual. While not agreed on how this related to continuing education, if it were not a synonymous term, there was little inclination toward other kinds of community involvment. Some agreement was present for the inclusion of cultural and recreational activities under this function. There was no movement then to restrict offerings to any section or segment of the community. But, one distinction was clear, these activities were in addition to transfer and vocational-technical career programs. A subtle shift can be detected in the 70's. While education was still the focus for its proponents, there was some recognition of the community aspect and the need for cooperative ventures.

The espousers of community involvement got off to a slower start. In 1969 only a few community colleges were willing to shed their preference for traditional programs and seek more identification with the community. This can be seen from the selected definitions. Keim and Raines early on began to push the concept of the community college as a part of the community. They interpreted community services to be primarily oriented toward community problem solving. If this required educating the community in certain areas then such education was included. The Higher Education Act of 1965 had pointed in this direction, but until its admendment in 1971 had less application for the public community college. However, the Act also served to confuse the definitions since it included both extension and continuing education programs under the generic of community services programs, as the term was then used by universities. The definitions refined in the 1970's all strengthened the idea of community involvement and community problem solving. Only the National Advisory Council on Extension and Continuing Education was still muddying the water. In a narrow interpretation of federally funded programs, it assigned a single definition for all three types of functions.

Depending on the institution's philosophy, orientation, and functional organization the essential elements of any definition of community services must identify:

Table 2
MATRIX OF COMMUNITY SERVICE DEFINITIONS

	EDUCATION	COMMUNITY
1960	Ervin Harlacher Community Services are EDUCATIONAL, CULTURAL and RECREATIONAL experiences provided to the community IN ADDITION to REGULARLY SCHEDULED day and evening classes.	
	National Council of Community Services Community Services should SERVE ALL SOCIO-ECONOMIC SEGMENTS of the community. It should be regarded as a FUNCTION of the ENTIRE COLLEGE.	
	Gunder Myron Those efforts ... which are directed toward serving PERSONAL and COMMUNITY EDUCATIONAL NEEDS NOT MET by formal collegiate degree or certificate programs.	
	Community Service Directors (Various) Community Service represents the TOTAL EFFORT of a community college which is designed to FULFILL the EDUCATIONAL, CULTURAL, and RECREATIONAL NEEDS of the community and the people who make up the community. Those EDUCATIONAL activities which MEET the NEEDS and WANTS peculiar to the members of a given community.	
1969		William Keim The efforts of a community college to use its INTELLECTUAL and PHYSICAL RESOURCES to HELP SOLVE the PROBLEMS of the COMMUNITY.
		Max Raines Those functions and activities of the college primarily focused upon COOPERATIVE EFFORTS with community organizations, agencies, and institutions to IMPROVE the PHYSICAL, SOCIAL, ECONOMIC, and POLITICAL ENVIRONMENT of the community ....
1970		Oregon State System of Higher Education Community services generally include such activities as: CONFERENCES, FORUMS, EXHIBITS, and the like to ALERT CITIZENS to COMMUNITY PROBLEMS. Consultation with organizations concerned with IMPROVEMENT of COMMUNITY and URBAN LIFE. Instructional programs for PUBLIC FUNCTIONARIES, but ADDRESSED to GOVERNMENTAL ROLES rather than for individual job skills.
1971		Higher Education Act (Amended) A community service program is an EDUCATIONAL PROGRAM, activity, or service (including a research program and

Table 2 (Cont)

1970 Washington State Board of Higher Education

The term "Community service" refers to those COURSES and ACTIVITIES which are CONDUCTED by institutions of higher education for members of the community to PROVIDE recreation, information, or instruction in CULTURAL or AVOCATIONAL areas NOT DIRECTLY RELATED to vocational goals or the fulfillment of requirements for a degree, certificate or diploma.

1973 Don A. Morgan

The continous practice of BRINGING TOGETHER the SERVICES of the college and the community to ENHANCE the EDUCATIONAL DEVELOPMENT of the student, community, and the college.

1974 Ervin Harlacher (Revised)

Community Services should be well conceived, carefully developed LEARNING EXPERIENCES - formal and informal- that are designed to facilitate INDIVIDUAL SELF RENEWAL in perpetuity.

university extension or continuing education offering) which is designed to ASSIST IN the SOLUTION of COMMUNITY PROBLEMS in rural-urban or suburban areas.

Gundar Myran (Revised)

Community services are those ACTION PROGRAMS of the community college undertaken independently or in cooperation with other community groups and agencies, which direct the EDUCATIONAL Resources of the college toward INDIVIDUAL, GROUP, and COMMUNITY NEEDS.

1973 Michigan Council of Community College Administrators

The Staff and faculty may be available for CONSULTATION, COORDINATION, ASSISTANCE, and PARTICIPATION in the social, economic, cultural, and educational BETTERMENT of the SERVICE AREA.

1974 National Advisory Council on Extension and Continuing Education

Community Service, Extension and Continuing Education: Those federally funded programs which provide HIGHER EDUCATION, ususally on a part-time basis for ADULTS or which through research application, insititutional activities USE the RESOURCES of higher education, IN SUPPORT of community efforts to MITIGATE SOCIAL PROBLEMS.

a. Whether community services will offer education to all classes and groupings of the community.

b. Whether community services programs are separate from other educational offerings.

c. Whether community services will be limited to learning experiences.

d. Whether community services will include service to the community through the institution's resources.

e. Whether community services will in fact be action programs that are aimed at community problem solving.

f. Whether community services represent the institution's expression of its willingness to work for desired social change.

It is from these elements that any institutional definition of community services must be derived.

Continuing Education

Continuing education is the earliest of the two functions to be recognized. Early forms were limited to either correspondence programs of study or university extension. From its inception in the late 1880's to the end of World War II little interest in this area was shown by junior and community colleges. It was unclear then whether this was merely an extension of the secondary school or a function of higher education.

Toward the end of the 1960's, which saw an expansion in community colleges, these institutions decided to claim this function as their domain. As with community services the institutions iindividually and collectively failed to develop translatable philosophies upon which to build programs of continuing education. But, a changing America, with its increasingly complex and affluent society has created a demand for educational opportunities for adults which extend throughout their lifetimes. This has driven the public community college to place increasing emphasis on continuing education with the corollary requirement to define these programs in descriptive terms that convey their real intent and scope.

Once again we have several arguments with proponents on both sides, about what is continuing education. Simply put, there are those who see continuing education as synonymous with community services as opposed to those who say that continuing education is essentially adult education with all that encompasses.

The advocates of a single definition argue that, in essence, programs provided for adults that are not part of transfer or career programs are a community service, with further

division evolving around the credit or noncredit determination, or the separation of recreational and avocational courses from those which are more traditional offerings.

There are those who claim that all educational offerings for adults are continuing education and that community services are those things that the institution does with and for the community without regard to age grouping. Within this group there are also subarguments which relate to the assignment of credit. For the most part this group includes all educational programs for the elderly, foreign born, educationally handicapped, et al.

Eight definitions were also selected from available literature. Those selected appear in table 3, as a representative cross section of prevailing views. The definitions are arrayed in the same manner as table 2 and include both sides of the arguments outlined in the preceding paragraph.

Table 3 discloses fewer trends within arguments than were found in definitions of community services. This is probably due to the fact that definitions of continuing education have turned more on the peculiar demands of enabling legislation or funding requirements rather than on a philosophic approach to providing adult education. The table also reflects a somewhat cavalier attitude that is present among some continuing education administrators. This group has approached the defining of this function as a simple exercise in descriptive writing. It ignores the reality of the complexity which is continuing education, in terms of the different connotations placed on it by each community college.

The selected definitions which find the two terms to be synonymous go from broadly vague to inclusively complex. Myran, a strong proponent of community services, attempts to define continuing education in such a way that it acknowleges the intertwining of the two functions. However, those who would find separation only on the difference of age groups ignore all the other elements of differences seen by other practitioners. The definitions offered by Klies and the NACECE place emphasis on the provision of learning as a step toward solving community problems. Etter, however, presents a view shared by a considerable number of continuing education directors. His emphasis is to claim everything for continuing education while excluding those elements which are not essentially educational.

Those who believe that continuing education is the educating of adults have also defined continuing education in both simplistic and complex terms. Harlacher's definition is again too broad to be translated into practical applications. Few can find his description

Table 3

MATRIX OF CONTINUING EDUCATION DEFINITIONS

Synonymous with Community Services

1969 Gundar Myran

Community Service and Continuing Education are NOT MUTUALLY EXCLUSIVE, they contain elements of each other. Community service applies to ALL AGE GROUPS, Continuing Education to ADULTS.

Russell J. Kleis

Continuing Education may be defined as any DELIBERATE EFFORT of a person, whose principal OCCUPATION has ceased to be that of a STUDENT, to SEEK learning as a means of DEVELOPING potential or RESOLVING problems in himself, his institutions or his community or the DELIBERATE EFFORTS of another person or INSTITUTION to PRODUCE SUCH LEARNING in him.

1970 David Etter

Continuing Education and Community Services are NEAR EQUIVALENT TERMS that describe what is DEFINED as CONTINUING EDUCATION which has been interpreted to EXCLUDE consulting, research, noninstructional meetings and self study.

A Separate Function for Adults

1965 Coolie Verner

A RELATIONSHIP between an educational AGENT and a LEARNER in which the agent selects,arranges, and continously directs a sequence of PROGESSIVE TASKS that PROVIDE systematic EXPERIENCES to achieve LEARNING for those whose participation in such activities is SUBSIDIARY and SUPPLEMENTAL to a primary PRODUCTIVE ROLE in society.

William Griffith

The essential DISTINCTION BETWEEN community service and continuing educations is that in an EDUCATIONAL ACTIVITY the goal is CHANGE in the KNOWLEDGE, SKILL, or ATTITUDE of one or more LEARNERS. In a SERVICE ACTIVITY the agent makes his SKILLS AVAILABLE, much as a TV repairman, WITHOUT making any pretense that he is trying to TEACH anybody ANYTHING.

1969

Ervin Harlacher

Continuing Education would be an appropriate description of the ENTIRE FORMAL education PROGRAM of the community college, for ADULTS are found IN ALL PHASES of the program.

Table 3 (Cont)

1974 National Advisory Council on Extension and Continuing Education

Community Service, Extension and Continuing Education: Those federally funded PROGRAMS which provide HIGHER EDUCATION usually on a PART-TIME BASIS for ADULTS or which through research application, institutional activities and technical assistance use the resources of higher education, in support of COMMUNITY EFFORTS to MITIGATE SOCIAL PROBLEMS.

1974 Instructional Commission - Washington State Board of Higher Education

Continuing Education is the EXTENDING of INSTRUCTIONAL programs, services, and resources of the community college DESIGNED and OFFERED primarily for the PART-TIME student on campus during the evening, in extension programs away from the campus, and in special day programs where practical and feasible. More specifically, these activities include: (1) ADULT BASIC EDUCATION, (2) HIGH SCHOOL COMPLETION, (3) ADVOCATIONAL ACTIVITIES, (4) special workshops and conferences (credit and non-credit), academic, occupational and community service offerings in cooperation, where appropriate with other administrative units.

inaccurate, but it does nothing to solve the problem. Griffith offers something better in the sense that he makes a distinction between educational activities and a service which can be applied rationally to an institution's offerings. The Washington State definition is representative of those groups who find it more satisfactory to define by description. It has the merit of saying what the continuing education program is. However, it can apply to and satisfy only those other groups or institutions which have similar programs.

At least several elements of continuing education appear in both of the arguments. All agree that the customer is the adult of the community and that offerings are largely for part-time students. The result is to leave the researcher with no single definition which can be universally applied to this function.

Trial Definitions

The elements extracted from examination of the two matrices were ample for the purpose of developing a practical set of definitions for El Paso Community College. But, before this was attempted it was necessary to avoid one trap already noted, namely, to define the function before establishing a philosophy for that function. A tentative philosophy was developed in consonance with the stated goals of El Paso Community College. However, it was fashioned largely on the direction in which it was felt that the institution should go to attain its goals.

The pertinent part of the college's philosophy, as expressed in its catalog, says that: "The El Paso Community College, within its defined role, will seek to enhance the quality of human endeavor for its community, state, and nation" (1976:46). It implements this philosophy through five types of programs, one of which is Community Services and Adult Education which provides for part-time instruction in credit and noncredit courses. In an effort to remain objective, a decision was made to ignore, for the present, any internal organizational structure or program implementation in arriving at a new definition.

The first function was community services. The institution to that point considered community service as synonynous with continuing education. In addition, the Director of Community Services also considered it to be a part of continuing education (Kinkead,1976). Kinkead believed the goal of his department was to meet the needs of the public. Not expressed formally or developed in depth was the community involvement aspect of community services. El Paso Community College, as will be seen later in this

study, had not fully conveyed to the community its abilities and resources which might be employed in solving community problems.

The community services definition was derived to support the philosophy that makes the interests of the community the axis on which the activities of the college revolve. The community interests of concern to an institution are first those which are educational in nature and secondly, those which go to the improvement of community life. Thus the institution is one of the appropriate agents for change in its community and should be constantly alert for opportunity to participate.

Continuing education, as a function, was being carried out in support of the institution's goals. The philosophy at that point was too broad to permit formulation of any definition of the two functions. However, it appeared that not to separate these functions was to ignore the trend toward continuing education as a major function of the community college. All evidence points to this as the future sustaining element of community colleges. The NACECE, in its 1976 report to the President of the United States made this clear. Reporting on the effectiveness of Title I of HEA, it said: "Post secondary continuing education is no longer a subsidiary activity of post secondary education" (1976:2). The Act indicated that for these institutions to remain alive and well a reorientation of policies and priorities was required to attract and serve this new constituency.

The tentative philosophy upon which the continuing education definition was built, hypothecated that continuing education should be the liet motiv of community college education and devoted entirely to the adult members of the community. It takes cognizance of only those educational offerings that support the concept of upgrading and improving the indiviual and in turn his community and the nation.

The following trial definitions were derived for evaluation:

COMMUNITY SERVICES is defined as those activities which support the college's function of providing programs responsive to community needs without regard to age groups. These activities include: (a) Providing educational, cultural, and recreational experiences which meet the specialized needs of members of the El Paso community, and (b) Independent and cooperative efforts to improve, mitigate, or solve the social problems of and improve life in the El Paso service area.

CONTINUING EDUCATION is defined as the formal educational programs provided by El Paso Community College which are not directly applicable to certificate or

degree programs. These programs are directed toward those adult persons who desire to develop personal potential or resolve problems encountered in their lives and community. Continuing education consists of credit and noncredit courses or activities offered for an adult population. These courses may take the form (conferences, seminars, short length classes, etc.,) best suited for the educational objective.

THE EVALUATION OF THE DEFINITIONS

The definitions were submitted for evaluation to the National Council on Community Services and Continuing Education for Community and Junior Colleges on 10 January 1977. Evaluation data were supplied to the Executive Committee of the Council listed at appendix E.

Eleven of fifteen committee members responded to the request and provided an evaluation of the two definitions. Each member was asked to indicate whether or not the definitions were suitable, suitable with modification, or unsuitable. The results of that evaluation are shown in table 4.

Table 4

Results of Definition Evaluation
by the NCCSCECJC

Definition	Suitable	Suitable if Modified	Unsuitable
Community Services	9	1	1
Continuing Education	4	6	1

The results were not unanticipated, given the various dichotomies concerning these two functions. Continuing education, for example, is viewed from the perspective of accreditation, funding and internal organization. However, those members who found the definitions suitable if modified provided useable suggestions. These fell into two categories. They were sufficiently similar in each category to reflect some consensus. The primary concern appeared to be the question of credit or noncredit courses for continuing education

programs. The other concern was whether or not continuing education offerings should be applicable to degree and certificate programs. An extract of committee member's suggestions is provided in Appendix E.

ANALYSIS OF THE NEEDS SURVEY

The purpose of the limited needs survey was to gather data which would partially reflect the degree to which El Paso Community College was meeting the needs of the community. It sought to answer questions about the community's attitude toward the college, knowledge of the school and its programs, recommendations for kinds of programs desired, and ideas about the college's community involvement. The findings are presented in question order as asked on the questionnaire.

The Sample

The survey team dialed more than 2100 random number sets to reach 481 respondees. This included 41 respondees who declined to participate. All calls were made between 5 October and 23 November 1976. After screening for completeness, 433 questionnaires were accepted as valid for analysis. The samples were taken in the three time blocks outlined in chapter 3. Approximately 12½ percent were obtained between 8 and 11 a.m., 25 percent between 1 and 5 p.m., and 62½ percent between 6 and 11 p.m.

One appropriate statistic for estimating the extent to which the sample population represents the total population is Chi-square. This estimation is in the nature of a "goodness of fit" between occurrence of variables in the sample with known frequency in the total population (Ferguson, 1975). "Goodness of fit" was estimated for the variables of sex and age groupings at the $X^2 = .999$ level. Occupational groupings in the U.S. Census tracts for 1970 were too inclusive in some categories to be used for comparison. The results of the estimation are shown in table 5.

Table 5

Estimation of Goodness of Fit
(Sample N=433)

Variable	Observed	Sample %	Pop. %	Expected	O-E	$\frac{(O-E)^2}{E}$
Sex:						
Male	163	37.3	47.9	207	-44	9.35
Female	269	62.3	52.1	266	43	8.18
df=1						
Age Group:						
12-17	33	7.6	14.7	64	-31	15.01
18-34	195	45.0	35.8	155	39	9.75
35-49	93	21.5	23.2	100	- 7	0.49
50 +	112	25.9	26.2	113	- 1	0.00
df=3						

The sample was distributed over the city by local telephone exchanges. The proportion drawn was also in accord with the principle of randomness. The sample was biased in favor of women but not to an unacceptable degree. Although the calling scheme was designed to limit this effect, polling experience indicated that a higher number of women could be expected to answer a telephone. The 12-17 age group was under represented but that was typical of home call surveys. This also accounted for the closeness of the 50+ age group which is often over represented. A demographic profile of the survey sample is presented in table 6.

Sample Responses

The responses to each question are presented in separate tables. Omitted from analysis are Questions Three and Four, which record the variables of occupation and age. The inquiry program used to extract the data was constructed to permit the analyzing of interquestion relationships. However, that data is too voluminous for full inclusion in every table but is used in the analysis which follows.

Question 1. Have you or members of your family attended El Paso Community College?

The intent of this question was to measure the degree to which El Paso Community College had become intertwined in the community fabric. The impact on the

Table 6

Demographic Data of
the Survey Sample

Characteristic	Number	%Sample
Sex:		
Male	163	37.7
Female	270	62.3
Occupation:		
Clerical	56	13.0
Managerial	35	8.1
Professional	56	13.0
Skilled	21	4.9
Semi-skilled	41	9.5
Housewife	129	29.9
Unemployed	25	5.8
Student	68	15.8
Age Group:		
12 - 17	33	7.6
18 - 34	195	45.0
35 - 49	93	21.5
50 +	112	25.9

community was quite large, given the relatively short period of the college's existence. Thirty-two percent of the persons sampled had some direct contact with El Paso Community College. For those who answered affirmatively, this percentage was about the same for all variables. Those who had no experience or contact were predominately male (70.6%). This was probably a reflection of the largest age group (18-34) where males would normally be fully employed. They, as a group, would have been less interested in educational experiences that were not job-related. Of those who said No, semi-skilled workers, housewives, and unemployed persons also were higher than the sample average. This group also included fewer secondary school aged children and persons over 50, whom it was anticipated would have had less contact. The results of the question are summarized in table 7.

Question 1a. (If the answer to One was NO) Have you ever visited the campus?

This question probed for the extent to which those who had no personal contact with El Paso Community College were aware of it as an institution. On this point it would seem that the public's direct exposure to the college was not wide. Slightly more than one fourth (26.2%) of those who had no other contact with the college had visited the college. This low exposure rate was exceeded only by managers (36.4%) and age group 18-34 (33.6%). Those evidencing the least interest or contact were skilled laborers. As in Question One, both age group extremes had small levels of contact in comparison with the sample average. The responses to this question are recorded in table 8.

Question 2. What do you think about El Paso Community College?

The information desired here was a straight forward opinion about the general merit of El Paso Community College. The fixed choices provided a full range of responses. The majority of respondees (63.7%) thought that it was a valuable college for El Paso. Of those who had an opinion, the remainder was evenly divided among those who felt it was no different than other colleges and those who regarded it as a poor second choice for a college education. It may be significant to note that 12.3 percent had no opinion about the college. Those who declined said they had a minimum of contact and a low level of exposure to the institution. Among those who selected "same as others", 72.5 percent were from the group who said they had no personal contact or connection with the college in Question One. This group also included 73.3 percent of those who had not visited the campus.

Table 7

RESPONSES TO QUESTION 1:

Have you or members of your family attended EPCC?

Variable	Yes		No		No Answer
	N	%	N	%	N
The Sample	137	32.2	288	67.8	8
Sex:					
Male	47	29.4	113	70.6	3
Female	90	34.1	174	65.9	5
Occupation:					
Clerical	17	30.4	39	69.6	0
Managerial	13	37.1	22	62.9	0
Professional	18	33.3	36	66.7	2
Skilled	7	35.0	13	65.0	1
Semi-skilled	12	30.0	28	70.0	1
Housewife	36	28.6	90	71.4	3
Unemployed	7	29.2	17	70.8	1
Student	27	40.3	40	59.7	0
Age Group:					
12 - 17	7	21.9	25	78.1	1
18 - 34	70	36.5	122	63.5	3
35 - 49	32	35.6	58	63.4	3
50 +	28	25.2	83	74.8	1

Table 8

RESPONSES TO QUESTION 1a:

Have you ever visted the campus?

Variable	Yes		No	
	N	%	N	%
The Sample	75	26.2	211	73.8
Sex:				
Male	33	28.4	83	71.6
Female	42	23.7	128	76.6
Occupation:				
Clerical	10	27.8	26	72.2
Managerial	8	36.4	14	63.6
Professional	15	41.7	21	58.3
Skilled	2	15.4	11	84.6
Semi-skilled	7	25.0	21	75.0
Housewife	20	22.2	70	77.7
Unemployed	4	23.5	13	76.5
Student	9	22.5	31	77.5
Age Group:				
12 - 17	3	12.0	22	88.0
18 - 34	41	33.6	81	66.4
35 - 49	19	24.7	58	75.3
50 +	12	15.6	65	84.4

The group that selected "good only if...." was similar to the preceding group. There was 52 percent of those who had no contact with the college and 69.9 percent who had not visited the campus.

Those who indicated it was a valuable college were not significantly different from the other two groups. They had no more contact or visits to the campus. Those most in favor of the college were the unemployed. Those least favorable were the 50+ age group. The results of this question can be seen in table 9.

Question 5. Do you think EPCC has really been making an attempt to provide educational opportunities for all people in the El Paso area?

Question Five was designed to reinforce the information obtained in Question Two. The question related to the stated goal of El Paso Community College with respect to educational opportunities. The majority (72.9%) said that they believed such opportunities were being provided. Of this group, 64 percent were those who said they had no connection with the college in Question One and 74 percent had not visited the campus. Clerical workers and managers were the strongest occupational groups who answered Yes. This was also true for age groups 12-17 and 18-34.

However, the results were consistent with the responses to Question Two, for 77.6 percent of those answering Yes were from the group that found EPCC to be a valuable college.

The same relationships were present among the respondees who answered No, 63 percent had no contact with the college and 75 percent had not visited the campus. They were also consistent with respect to responses to Question Two, only 38.9 percent said it was valuable while 50 percent of them said it was good only if you could not get into another college. The group which selected "somewhat" paralleled the results of the other two groups. Seventy-five percent had not visited the college and 63 percent had little personal contact with the college. The results are illustrated in table 10.

Question 6. Do you know about any of EPCC's programs for adults?

Question Six was a transitional question to move from the general to the specific. Its purpose was to gain some idea about the public's awareness of EPCC programs in the community services and continuing education areas. Adult programs were not widely familar to the respondees, only 46.8 percent knew of such programs. Only the professional group exceeded the sample average by a significant amount. The least knowledgeable groups

Table 9

RESPONSES TO QUESTION 2:

What do you think about
El Paso Community College?

Variable	Same As Others		If Can't Get Another		Valuable		No Opinion	
	N	%	N	%	N	%	N	%
The Sample	53	11.6	50	11.5	276	63.7	54	12.3
Sex:								
Male	16	9.8	24	14.7	105	64.4	18	11.0
Female	37	13.7	26	9.6	171	63.3	36	13.3
Occupation:								
Clerical	8	14.3	6	10.7	35	62.5	7	12.5
Managerial	3	8.6	7	20.0	23	65.7	2	5.7
Professional	5	8.9	6	10.7	40	71.4	5	8.9
Skilled	2	9.5	4	19.0	14	66.6	1	4.8
Semi-skilled	5	12.2	2	4.9	28	68.3	1	14.6
Housewife	16	12.4	11	8.5	80	62.0	22	17.1
Unemployed	-	-	4	16.0	19	76.0	2	8.0
Student	14	24.5	10	17.5	35	61.4	8	15.7
Age Group:								
12 - 17	7	21.9	5	15.6	16	50.0	4	12.5
18 - 34	26	13.3	22	11.3	122	62.3	25	12.8
35 - 49	11	11.8	11	11.8	60	64.5	11	11.8
50 +	9	20.9	9	20.9	12	27.9	13	30.2

Table 10

RESPONSES TO QUESTION 5:

Do you think EPCC has really been making an attempt to provide educational opportunities for all people in the El Paso Area?

Variable	Yes		No		Somewhat		No Opinion	
	N	%	N	%	N	%	N	%
The Sample:	316	72.9	20	4.6	70	16.2	25	5.8
Sex:								
Male	123	75.5	8	4.9	22	13.5	10	6.1
Female	192	71.9	12	4.5	48	17.9	15	5.6
Occupation:								
Clerical	47	88.7	-	-	6	11.3	-	-
Managerial	29	82.9	-	-	5	14.3	1	2.9
Professional	16	76.2	2	9.5	2	9.5	1	4.8
Skilled	32	78.0	1	2.4	5	12.2	3	7.3
Semi-skilled	32	78.0	1	8.4	5	12.2	3	7.3
Housewife	79	61.2	7	5.4	33	25.6	10	7.8
Unemployed	17	68.0	2	8.0	5	20.0	1	4.0
Student	55	82.0	3	4.5	7	10.4	2	2.9
Age Group:								
12 - 17	26	82.2	1	3.1	1	3.1	4	12.5
18 - 34	150	80.6	7	3.8	29	15.6	-	-
35 - 49	67	72.0	5	5.3	15	16.1	6	6.5
50 +	73	66.1	7	6.3	25	22.3	7	6.3

were the unemployed and the 12-17 age group.

Among those answering Yes, the preponderance (82.6%) had answered Yes to Question Five. They believed opportunities were being provided and only 12.3 percent had answered "somewhat" to this question. This group was evenly divided between those with and without personal contact with the college and 66 percent had not visited the campus.

The majority of the respondees (52.3%) were not familar with adult programs. This response was not quite consistent with the response to Question Five. Seventy-three percent of the group said they thought the college was providing opportunities, with another 21 percent selecting "somewhat." But, 81.6 percent had no personal contact and only 23 percent had visited the campus. The responses are shown in table 11.

Question 6a. (If the answer to Six was YES) Are you considering enrolling in a program in the future?

The purpose of this question was to validate the affirmative responses to Question Six and obtain an assessment of the probable demand from this group. Only 42 percent were considering a future enrollment. However, this was a good response if the results could be extrapolated for the total population. Understandably, the student group was less interested in these programs as were the unemployed. Not explainable from the results was the low response from those over 50 years old.

Of those contemplating enrollment 79 percent said they had knowledge of the adult programs, 86 percent thought the college was providing opportunities, and 85 percent had said it was a valuable college. Responses are tabulated in table 12.

Question 7. If EPCC would make some changes in its Community Services and Continuing Education Programs, what changes should it make?

This question was asked to provide some indication of the public's interest with respect to EPCC programs. At the same time it was hoped that some indication of the direction in which the college should focus attention would be gained. Given the high unemployment rate at the time of the survey, it was not surprising that 48.6 percent of the respondees would recommend career programs that led to jobs. Those wanting practical programs (community services courses) and those wanting the traditional college education were about equal. There was a low preference (7.5%) for college involvement with community problem solving. From this group, recommending community involvement, 86.2 percent had said they thought that EPCC was providing educational opportunities, however,

Table 11

RESPONSES TO QUESTION 6:

Do you know about any of
EPCC's programs for adults?

Variable	Yes		No		No Answer
	N	%	N	%	N
The Sample	202	46.8	226	52.3	5
Sex:					
Male	77	47.2	84	51.5	2
Female	125	46.4	141	52.4	3
Occupation:					
Clerical	28	50.0	28	50.0	-
Managerial	18	51.4	17	48.6	-
Professional	33	58.9	23	41.1	1
Skilled	10	47.6	11	52.4	-
Semi-skilled	21	51.2	19	46.3	1
Housewife	53	47.1	73	56.6	3
Unemployed	10	40.0	15	60.0	-
Student	29	43.3	38	56.7	-
Age Group:					
12 - 17	11	34.4	21	65.6	1
18 - 34	97	49.7	96	49.2	2
35 - 49	49	52.7	44	47.3	-
50 +	45	40.9	65	59.1	2

Table 12

RESPONSES TO QUESTION 6a:

Are you considering enrolling in
a program in the future?

Variable	Yes		No	
	N	%	N	%
The Sample	87	42.0	115	58.0
Sex:				
Male	44	45.3	53	54.6
Female	43	41.9	62	58.1
Occupation:				
Clerical	17	48.6	18	51.4
Managerial	10	41.7	14	58.3
Professional	21	58.3	15	41.7
Skilled	5	33.3	10	66.7
Semi-skilled	13	46.4	15	53.6
Housewife	28	36.8	48	63.2
Unemployed	4	33.3	8	66.7
Student	18	42.9	24	57.1
Age Group:				
12 - 17	7	43.8	9	56.3
18 - 34	52	57.7	38	42.2
35 - 49	18	39.1	28	61.9
50 +	11	22.0	39	78.0

68.8 percent also said they had no knowledge of adult programs.

Among occupational groupings the unemployed favored practical programs over college completion. Semi-skilled workers, on the other hand, were heavily in favor (54%) of career programs and felt strongly, in comparison with the total sample, about college completion. Only the clerical group had a significant preference (18.5%) for community problem solving. The responses to this question are presented in table 13.

Question 8. Among the things which you feel are important, what do you think is the most important problem in the El Paso area?

This is the first of three questions which referred to the identification of community problems and the participation by the college in helping to solve them. The responses were sorted into sixteen different categories of problems which had been identified in earlier needs assessments in El Paso.

As in earlier questions, the economic conditions during the Fall of 1976 were such that unemployment would have been seen as the major (31.7%) problem in the area. Surprisingly, only 37.5 percent of the males identified this as a problem. Housewives and clerical employees were the highest groups selecting this problem. At the same time 51 percent of this group had said that EPCC should offer career programs which lead to jobs.

Crime was seen as the next most important problem. This was selected by 64.9 percent of the females responding. This identification was shared by 40.4 percent of the 50+ age group but, only 8.8 percent of the age 12-17 respondees saw it as a problem.

The category "people" included all problems which dealt with attitudes, community concern, race relations, bilingualism, and religion. In this category the problem most identified centered on Mexican- American/Anglo race relations. There was no concensus on any other problems within this problem area. However, 14.7 percent, significantly higher than the sample average, recommmended that the college help in community problem solving.

Aliens as a category are a regional problem common to border cities. The high percentage of identification of this problem was probably intensified by the unemployment picture. Forty-seven percent of the males and 52.8 percent of the females selected this problem. This was also of concern to 41.7 percent of age group 18-34 and 30.6 percent of those over age fifty.

Table 13

RESPONSES TO QUESTION 7:

If EPCC would make some changes in its Community Services Programs, do you think it should ------?

Variable	Practical Programs		Career Programs		College Completion		Solve Problems	
	N	%	N	%	N	%	N	%
The Sample	91	22.7	195	48.6	85	21.2	30	7.5
Sex:								
Male	25	76.4	81	53.3	38	25.0	88	5.3
Female	66	26.6	113	45.6	47	19.0	22	8.9
Occupation:								
Clerical	16	29.6	22	40.7	6	11.1	10	18.5
Managerial	5	15.2	20	60.6	6	18.2	2	6.1
Professional	11	21.6	23	45.1	14	27.5	3	5.9
Skilled	4	19.0	11	57.4	5	23.8	1	4.8
Semi-skilled	5	13.5	20	54.1	11	29.7	1	2.7
Housewife	30	26.2	59	51.3	20	17.4	6	9.2
Unemployed	8	32.0	11	44.0	5	20.0	1	4.0
Student	12	19.0	28	44.4	18	28.6	5	7.9
Age Group:								
12 - 17	7	22.6	14	45.2	9	29.0	1	3.2
18 - 34	45	24.1	84	44.5	42	22.5	16	8.6
35 - 49	17	20.7	45	54.9	12	14.6	8	9.8
50 +	22	21.7	52	51.5	22	21.7	5	5.0

Nearly 8 percent of the sample, and the fifth largest response, was "Don't know." There were no reasons given in the majority of these cases and therefore, no valid analysis can be made about contributing factors.

The sixth through sixteenth categories did not reflect any trends or patterns within themselves and no concensus was apparent. Table 14 presents the results of Question Eight. They are compared with the results of two recent surveys done by other El Paso agencies in table 14a.

Question 9. Do you think EPCC should get involved in helping to solve the problem you identified?

The question referred to the problems identified by respondees in Question Eight. The responses were affirmative by a substantial margin. This group followed the same order of problem identification (unemployment-crime, etc.) as the total sample response to Question Eight. They were also the group which did not think EPCC should have programs to help solve community problems in responding to Question Seven. In terms of occupational groupings it was favored by housewives, clerks, professionals, and skilled workers in that order.

Those who said No also followed the same pattern of problem identification. They were evenly spread among all occupations except the professional group which had only 2.4 percent saying No to involvement. As in earlier questions, again those who did not answer declined based on an implied lack of knowledge of what was involved in problem solving. The results are tabulated in table 15.

Question 9a. (If the answer to Nine was YES) How do you think EPCC should do this?

This open-ended question was intended as a reinforcer for Question Nine and an attempt to sense the approach the public thought that EPCC should take in getting involved. The answers most frequently identified solution through education. These included programs for skill related training, law enforcement, and Outreach. Next in importance was problem solving through job placement. Lesser recommendations, in order, were public information programs, working with other community agencies, and solving through higher education.

It was expected that a significant number of the respondees would not have positive suggestions. The results proved this expectation, 110 of 271 respondees who thought EPCC should get involved said they did not know how it should do this. However,

Table 14

RESPONSES TO QUESTION 8:

Among the things which you feel are important,
What do you think is the most important problem
in the El Paso area?

Problem	Number	Percent
Unemployment	137	31.7
Crime	57	13.2
People	38	8.8
Aliens	36	8.3
Don't Know	34	7.8
Low Wages	26	6.0
Schools	19	4.4
Other	19	4.4
Public Transit	17	3.9
Drugs	15	3.5
Government	12	2.8
Family Relations	6	1.4
Cost of Living	5	1.3
Pollution	5	1.2
Recreation	2	0.9
Housing	2	0.4
Industry	-	-

Table 14a

COMPARATIVE LISTING OF IDENTIFIED PROBLEMS
IN RANK ORDER

Problem	MARP Survey Fall-1976	KTSM-TV Survey *Spring-1976	KELP-TV Survey **Fall-1975
Unemployment	1	-	2
Crime	2	-	1
People	3	2	10
Aliens	4	-	5
Don't Know	5	-	-
Low Wages	6	-	14
Schools	7	1	9
Other	8	-	16
Public Transit	9	8	3
Drugs	10	3	7
Government	11	5	13
Family Relations	12	7	15
Cost of Living	13	10	8
Pollution	14	-	6
Recreation	15	-	4
Housing	16	-	12
Industry	17	-	11

*KTSM-TV, Annual Listing of Problems and Needs, El Paso, Texas: April, 1976.

**KELP-TV, Public Ascertainment Survey Report, El Paso, Texas: November, 1975.

Table 15

RESPONSES TO QUESTION 9:

Do you think EPCC should get involved
in helping to solve the problem
you identified?

Variable	Yes		No		No Answer
	N	%	N	%	N
The Sample	271	62.7	125	28.9	36
Sex:					
Male	94	57.6	55	33.7	14
Female	176	65.6	70	26.1	22
Occupation:					
Clerical	43	76.8	13	23.2	-
Managerial	18	51.4	13	41.2	4
Professional	36	64.2	18	32.1	2
Skilled	17	80.9	3	14.3	1
Semi-skilled	24	58.5	14	34.1	3
Housewife	78	60.5	32	24.8	19
Unemployed	52	80.0	11	16.9	2
Student	42	62.6	20	29.8	5
Age Group:					
12 - 17	21	65.6	8	25.0	3
18 - 34	129	66.2	57	29.2	9
35 - 49	65	69.9	23	24.7	5
50 +	56	50.0	37	33.0	19

this was often a caveated response. The respondees as a whole did not identify community colleges as the possible agents for change in the community. They tended to counter with the question, "How can a college do anything" or they volunteered statements such as "The college is doing a good job teaching, they shouldn't get involved with problems that can't be solved by education." This kind of reasoning was also partly reflected among those who said they couldn't answer the question. An extract of respondees' comments is provided in Appendix F.

COMMUNITY SERVICES AND CONTINUING EDUCATION AT EL PASO COMMUNITY COLLEGE

This section reviews the organization of El Paso Community College, describes the target population, community services and continuing education offerings for that population, and the results of other pertinent surveys done in the college's service area.

The Target Population

El Paso Community College was founded to provide "educational opportunities for those whose needs were not being met by other institutions." Its prospective clients optimistically included almost all the adults of El Paso. The 1970 census put the population at 322,261. Within the city of El Paso 55.1 percent of the population was age 20 or above. The city's median age was 23.0 years.

Racially and ethnically the majority of the population (58.1%) was Spanish speaking or Spanish surnamed. At least 13.3 percent of the population was foreign born with over 76 percent of this group having been born in Mexico. The median family income in 1970 was $7,963. But, families with a Spanish surname or who spoke the Spanish language had a median family income of $6,619.

For persons 25 years of age or older in El Paso, the median educational level was 12.1 years compared with the national median of 12.2 years. In the city of El Paso, Spanish surnamed or Spanish speaking persons had an average 8.6 years of formal education.

The adults of El Paso (72%) were employed primarily in private industry followed by government (22.5%). Approximately 16,000 were clothing workers, in the largest industry in the service area. The other categories, in order of size, were electronic

assemblers, metal smelting workers, petroleum workers, and food processing employees. Although agriculture was a significant contributor to the economy, less than 11 percent of the work force was agricultural workers.

Organization of the College

Since its founding, El Paso Commuity College has undergone several organizational changes to meet the requirements of a rapidly expanding student body. A new organizational structure was put into effect with the Fall Semester-1976, the same period as this study. The top level organization was conventional in the sense that it provided for a chief executive officer who had three principal deans (student services, instruction, and administration) reporting to him. All activities relating to students and curriculum were supervised by these three deans.

The instructional activities were being directed by the Dean of Instruction through associate deans at each campus location. The community services and continuing education functions were carried out under a Director of Community Services, who also reported to the Dean of Instruction. Also providing services of a similar nature were the Director of Business, Industry, and Special Programs, and the Director, La Tuna Program. The La Tuna Program was an Outreach project for inmates of a Federal penitentiary. Business and industry programs consisted of work study and in-plant programs provided in response to requests.

The Director of Community Services had a staff of three (secretary, records clerk, and night clerk) to support his activities. Services and courses were provided through 12 divisions or separate programs:

1. Continuing Education Center: For the upgrading of professional skills and abilities and the acquisition of new ones.

2. Personal Money Management and Investments.

3. Management Development: To meet specialized needs of individual businesses and industries.

4. Occupations, Vocations, and Trades: Offered to the general public and "in-house" at individual businesses.

5. Office Occupations.

6. Center for Personal Interest: Health, horticulture, and recreation.

7. Intellectual Skills Development Center: Language arts, creative and critical thinking.

8. Skills Center: Bilingual vocational training.

9. Small Business Administration Program.

10. Human Resources Development Center: Individual growth, behavioral change and career development.

11. Senior Texan Education Program.

12. Nursing Program: Refresher training.

Community Services and Continuing Education Programs

At the start of the fall semester-1976, El Paso Community College was offering a wide variety of courses under the all inclusive label of community services and continuing education. The working definition for these functions, as applied by the Dean of Instruction's office, were:

Continuing education: Programs to serve the interests and needs of an adult population. Program objective is to help participants solve problems and achieve educational/occupational objectives. Vocational and avocational, credit and noncredit courses.

Community services: Activities to meet the needs of individuals, groups, and organizations; cultural, recreational, or social in nature.

Adult basic education: For adults whose inability to speak, read, or write the English language is an impairment to obtaining or retaining employment commensurate with their ability.

However, as was noted in the introduction at chapter 1, these definitions were not uniformly applied.

At the start of the semester, a total of 109 courses at eight locations were offered in the Community Service Programs Bulletin. In accordance with guidelines established by the Southern Association of Colleges and Schools' Standard Nine, the college awarded Continuing Education Units (CEU) for participation in noncredit continuing education activities. Forty-nine courses fitted the college's description of continuing education (educational/occupational) and the remainder were community service-type (cultural/social) offerings. As indicated earlier, the total effort was provided through 12 divisions or

programs. A breakout of courses available, by division, is provided at table 16. Selection of courses to be offered was based on experience with prior and demonstrated demand. Courses were presented when enrollment justified them and they would be self-sustaining. In previous semesters between 60 and 70 percent of the courses offered have been presented. Those community services programs were publicized through all available media.

Several programs within the Community Services Office had special purpose or specific group orientation. Yet for example, the Skills Center, Senior Texan Program and the Nursing (Refresher) Program offered courses taught by or prepared by another division. These courses were normally taught on-location for the interested group except for the Nursing Program which was presented at the college's Allied Health Center.

Funding for adult vocational courses was provided by the Texas Education Agency. Continuing education and community services courses were funded from tuition and supplemented with institutional monies. Funding for both kinds of courses was restricted to these programs. The college received no Federal funding support for these programs. The 1976-77 budget reflected growth funding for these programs which should permit some expansion and new development.

OTHER NEEDS ASSESSMENT DATA

El Paso Community College had participated in and had commssioned for it a number of needs assessments. The assessments focused on manpower requirements and student expectations. Portions of these assessments had implications for the programs of interest in this study. Data from these surveys are provided in this section as background material.

Manpower

The latest manpower survey was made during April-June 1975. The study as conducted in cooperation with other community agencies and the National Alliance of Businessmen.

The study updated a 1973 comprehensive manpower survey made for the Department of Occupational and Technical Education, Texas Education Agency. The purpose of the study was to gather information upon which to develop curriculum, career

Table 16

Programs of Community Services & Continuing Education
El Paso Community College - Fall 1976

The Continuing Education Center
*Real Estate (3)

Personal Money Management & Investments
Beginning Investment
Personal Financial Management
Income Tax Preparation for the Individual
Estate Planning
Introduction to Insurance
How to Buy and Sell your House

Office Occupations
*Accounting
*Bookkeeping (2)
Bus English and Letterwriting
Bus Math
*Shorthand (2)
*Typing (2)
*Medical Terminology

Management Development
*Developing Modern Supervisory Techniques
*EEO & Affirmative Action
Motivation
OSHA
*Basic Salesmanship
Small Business Management
*Women in Management

Intellectual Skills Development Center
*Conversational Spanish (2)
*English for the Non-Native Speaker (3)
*Reading for Speed and Comprehension
Effective English for Business Communication
*GED Preparation

The SBA Program
Bookkeeping for Small Business
*How to organize & Operate a Small Business
How to Organize and Operate a Small Business for Women
*Income Tax Preparation for Small Businesses
Sales Promotion & Advertising for Small Business
Small Business Governmental Regulations

The Nursing (Refresher) Program

Occupations, Vocations, Trades
*Advertising Design and Layout
*Auto Mechanic (2)
*Cash Register Management
Basic Electricity
Coronary Care (2)
*Floral Design
*Fundamentals of Interior Design
Motorcycle and Small Engine Repair
*Pharmacology Update (RN's & LVN's)
*Safety Management
*Special Officers Training
*Handmade Jewelry (4)

Center for Personal Interest
*Bridge
*Belly Dancing (3)
*Photography (2)
*Guitar (2)
*Slimnastics
*Yoga

Table 16 (Cont)

Flower Arranging
Organized Gardening & Landscaping
*Cake Decorating (2)
Canape Making
Cooking (Gourmet-Mexican)
Sewing
Drawing and Painting (4)
Batik
*Knitting & Crocheting(2)
*Macrame (3)
Needlepoint
*Woodcarving
Jewelry Making

Human Resources Development
*Defensive Driving
*Astrology (2)
Parapsychology (2)
*Studies in the Nature of Human Consciousness
*Transactional Analysis
Auto Mechanics for Women
Consumer Education
Eating on a Budget
*Manual Communication for the Deaf

The Senior Texan Education Program
Conversational English
Conversational Spanish
U.S. Government
U.S. History
Other courses as demanded.

( ) Number of different courses offered under this title.
* course(s) offered in Fall Semester 1976.

counseling, and technical training. Four hundred and thirty-three employers were surveyed. Detailed characteristics were obtained of 32,000 job positions or 24.21 percent of all job positions in El Paso.

The survey asked for information on anticipated new positions, skills difficult to find, preferred education levels, and transition rates between 1973 and 1975. According to Paek, (1975:14) employers reported the following educational levels and training requirements:

Level Preferred	% Employers
Less than high school	11.01
High school graduate	39.80
Some post high school vocational	7.82
2-year technical school	3.83
Some college (1-3 yrs)	10.64
College graduate	11.73
No preference	15.16

Employers indicated that the 10 skills or professions most difficult to find were: salesmen, technicians, carpenters, repairmen, bookkeepers, machinists, mechanics, manager/foremen, clerks, engineers, and secretaries, but not necessarily in that order. It was expected that there would be a 7.1 percent increase in employment or 9,390 new postions available in calender 1976. Clerical and sales, benchwork, and miscellaneous accounted for most of the anticipated new postions. Employers also identified specific training courses which would benefit the firm if taught at a vocational school or college. The ten most frequently identified courses were: mechanics, salesmanship, accounting, secretarial, engineering, refinishing, management, clerical, merchandising, and drafting.

Educational and Occupational Aspirations

In conjunction with the 1973 manpower survey, the Texas Education Agency also sponsored a study of the expectations and aspirations of El Paso high school students. The study was conducted by M. Venegas during February and March 1973.

The data on eductional expectations was obtained through polling of high school sophomores and seniors. A random sample of 5 percent of this category was taken.

The study was an in=depth analysis of expectations and aspirations. It looked at differences between ethnic groups, sex, sophomore and seniors, and different programs (academic vs. vocational). Students were asked what kind of post secondary programs they might consider. The response was:

1. Vocational technical	48.9%
2. Transfer (college parallel)	15.8%
3. Continuing adult education	11.9%
4. Some combination of 1-2-3	7.3%
5. No information	10.1%

Fifty-five percent of the students thought they had a chance for further education, 30 percent believed it was possible, and 6 percent felt they had no chance. Asked to choose the type of institution they would like to attend: 25.7 percent chose a community college, 10.2 percent a private college and the majority (60.7%) were inclined toward a state university. They were, however, not inclined to leave the local area to pursue their education. Thirty-seven percent wanted to stay as close as possible to home, another 21.4 percent would select a school that was within daily driving distance.

SUMMARY

This section has presented data relevant to defining and delineating the functions of community services and continuing education. Also presented were the results of the needs survey conducted as part of this study, and the current status of community services and continuing education programs at El Paso Community College.

It was apparent from both the research and the reactions of the evaluation committee that any definitions of community services and continuing education in universal terms would be difficult to derive. It appeared that early popular usage held the terms as synonymous. A trend was developing which recognized differences in the functions carried out under these two terms. To be useful the definition of functions must support and complement the individual institution's philosophy with regard to these functions.

The needs survey pointed up areas which might be profitably explored for improvement in the college's programs of community services and adult education. El Paso Community College was fairly well known to the community and well thought of by a

significant number of the respondees. Although the community was aware of the college it was not widely informed about the programs offered. The survey did clearly indicate that the community is interested in El Paso Community College as a source of educational betterment.

El Paso Community College was still developing and refining its internal organization to support institutional priorities. There was evidence that the college was attempting to meet community needs for adult education and had a fairly comprehensive program in that area. Community services was not treated as a separate function and the community involvement aspect was not fully exploited.

The college had available to it two needs assessment surveys. The surveys, however, only looked at student expectations and manpower needs respectively. In both cases the data indicated a strong demand for the type of curriculum offerings provided by the college.

It is from these data that the conclusions are drawn and the implications derived in the chapter which follows.

Chapter 5

SUMMARY, CONCLUSIONS, and RECOMMENDATIONS

This chapter contains a summary of the study. The findings, conclusions, and recommendations are based on the results obtained from the literature search and the needs survey. They are cited as they relate to community services and continuing education programs.

SUMMARY

This Major Applied Research Project (MARP) was undertaken to assist El Paso Community College in reviewing the effectiveness of, and the improvement in its on-going community services and continuing education programs. The MARP sought to do this by first developing viable definitions for those two functions and then by evaluating the programs offered under those titles. The need for such a study was generated by the comments of the Visiting Committee, Commission on Colleges of the Southern Association of Colleges and Schools. The committee visited El Paso Community College in September 1975. Although the committee expressed satisfaction with the college's progress in providing community services and continuing education, it was critical of the fact that only noncollege credit courses were considered as continuing education and community services.

The underlying problem appeared to stem from the lack of definitions for the two functions which were descriptive of the services offered. The Dean of Instruction at El Paso Community College had drafted a set of working definitions for community services and continuing education, which had not been uniformly interpreted throughout the college. There was, also, some indication that organizational structure and institutional priorities should be reevaluated.

The problem for this study was to answer two essential questions about El Paso Community College. They were:

1. What were the differences between community services and continuing education at El Paso Community College and how did they conform to contemporary professional definitions at the national level?

2. What assignment and scope of activities for each function might satisfy both the goals of El Paso Community College and the needs of the community?

The first purpose of the study was to define and to delineate the two terms of interest, so that those definitions could be used to give guidance for future programs. A second purpose was to evaluate how well the college was meeting the needs of the community.

The Definitions

The definitions were developed from an in-depth review of the literature relevant to community services and continuing education. The results of the review disclosed a significant problem with respect to definitions of these functions. There were those community college administrators who identified both terms as synonymous descriptions of a single function. They were opposed by other educators who believed the functions were distinctly different but who did not agree on what services or programs were unique to each function.

The study evaluated contemporary definitions and subjectively selected those which appeared to best reflect the prevailing views of practitioners. These were arrayed in a matrix, for each function, and examined for key elements. From the elements identified, trial definitions were developed for community services and continuing education. The trial definitions were submitted to the National Council on Community Services and Continuing Education for evaluation. The Council's Executive Committee found the definitions suitable for El Paso Community College and suggested several modifications which might better delineate the program offerings under the two functions.

The Needs Survey

To evaluate the needs of the community, with respect to community services and continuing education, a limited needs assessment of the El Paso community was conducted. A telephone survey, randomly stratified by telephone exchange, was made during the fall of

1976. The survey obtained the responses of 433 residents of El Paso to nine questions concerning awareness of the college, attitudes toward it, knowledge of and interest in adult oriented courses. It also sought the identification of community problems, with reactions/suggestions about the college's role in helping to solve them.

Although the college had been active for only five years, nearly one-third of those contacted had been personally involved with the college. On the other hand the majority of the persons surveyed had never been on the campus.

Asked about the perceived merits of the college, respondees clearly thought El Paso Community College was valuable. Those who assigned another rating were largely from the group which had little familiarity with the institution.

There was a strong affirmative response to the question of whether or not the college was providing educational opportunities for all citizens. The following question then asked about adult programs offered by the college. Less than half of the respondees knew about such programs. This was somewhat inconsistent since the majority of this group had thought EPCC was providing educational opportunities for all groups. More than one-third of those who were aware of adult programs were considering enrolling in a course.

Respondees were asked in Question Seven, what changes they thought EPCC should make in its community services and continuing education programs? The responses recommended career programs that led to jobs. Very few thought there should be a greater emphasis on community problem solving. There was no strong preference for either the college completion or the community services programs.

Community problem identifications were classified into sixteen categories. Unemployment was the leading problem and "don't know" as the top five problems.

Respondees were then asked, in Question Nine, if EPCC should help solve the problem they identified. Here, the respondees were positive. Those who answered Yes had the same general order of problem identification as the total group. They were, however, the same group which had said, in response to Question Seven, that EPCC should not have more programs devoted to community problem solving.

Finally, those who said they thought EPCC should help solve problems were asked how the college should do this. A significant number answered that they did not know how the college should get involved. Those answering positively provided a wide range of individual responses that indicated problem solving should be confined to an educational role.

The College

At the start of the fall semester of 1976, El Paso Community College was organized along somewhat conventional community college lines. The president of the college administered the college through three deans (instruction, administration, and student services). The Dean of Instruction supervised instructional programs through associate deans at each campus location and a Director of Community Services. The Community Services Program was provided by twelve divisions and/or separate programs.

During the period of this study, El Paso Community College offered all such courses under the title of Community Services and Continuing Education. The Dean of Instruction had, however, provided working definitions which identified them as separate programs. The college offered more than 100 courses at various locations throughout the service area. Continuing education units were awarded for course completion based upon the Southern Association of Colleges and Schools guidelines. Vocational programs were funded by the Texas Education Agency. All other courses were supported from tuition and supplemented with institutional funds. The college had no community service programs that were federally funded.

El Paso Community College had been provided with data from a twin research project completed in 1973. The project surveyed separately manpower needs of employers and expectations of El Paso High School students. The manpower survey was revalidated in 1975. That survey revealed that less than half the employers wanted some post secondary education prior to employment. Employers did identify skills which were difficult to obtain in the local area and those courses which they thought would benefit them if taught by a college. The ten courses most frequently identified were all being presented in varying depth by the college in both day and night courses.

The educational expectation survey found students wanting more vocational-technical courses than any other category. Over half the students believed they had a real chance for further education and another 30 percent thought it was a possibility. More than 25 percent chose a community college as the type of institution they wanted to attend and preferred to do this within the local area.

FINDINGS AND CONCLUSIONS

Based on the analysis of the data presented in chapter 4, the following conclusions are indicated:

1. There were real differences between community services and continuing education and those differences permitted separate definitions for each function:

a. Continuing education is the provision of educational experiences, to the adult population, which embody all the offerings of an institution. Such offerings are oriented toward the adult who is either employed or whose occupation is no longer that of a student.

b. Community services is an institution's attempt to satisfy the needs and demands of various segments of the community for experiences which are largely cultural and recreational. These experiences may be offered in any location, which satisfies the participants. In addition, community services includes the involvement of the college in community problem solving and the making available the facilities of the college to community groups.

2. El Paso Community College has made itself a "member" of the community in the relatively short period of five academic years.

3. A large part of the community was favorably inclined toward the college.

4. A sizeable majority of the population sampled was of the opinion that El Paso Community College was providing adequate educational opportunities.

5. Adult programs were not widely known to the public.

6. There was a probable high and continuing nonspecific demand for adult programs from the community.

7. Sufficient information about desired changes in El Paso Community College's community services and continuing education programs was not available.

8. Problem identification provided no new insights into community concerns. Comparisons with surveys done 6 months and 1 year earlier revealed that the same categories of problems were identified. Priorities and/or emphasis shifted in response to changes in local economy and political problems.

9. There was strong affirmative response for El Paso Community College's involvement in solving community problems.

10. The organization of the college for community services and continuing education was conventional. The Director of Community Services had equal standing as a program director, with respect to other department chiefs reporting to the Dean of Instruction.

11. There was no clear delineation between programs. The director's view then was that community services and continuing education were synonymous terms. As a result there was some overlap in programs, with the same courses being provided by different divisions of the Community Services Program. At the same time, it did not appear that the question of credit courses in the Continuing Education Program had been resolved. Also, no formal program for continuous evaluation of program offerings was available.

12. El Paso Community College was meeting its stated goals in terms of providing educational opportunities. The college had responded to the information obtained in earlier surveys and had viable programs of transfer and vocational-technical education. Community services and continuing education courses offered were responsive to community demands. The full range of community oriented involvement, by the college, has not been given a high priority for exploitation and there was no program to increase promotion of community awareness for this aspect of the college's involvement.

RECOMMENDATIONS

From the conclusions derived from this study, the following recommendations are presented. El Paso Community College should:

1. Establish separate departments or divisions for community services and continuing education.

2. Adopt the following definitions as statements of program intent and as guides for program development:

a. Community Services are defined as those activities, other than degree and certificate programs, which support the college's function of providing programs responsive to community needs without regard to age groups. These activities include: (a) Providing educational, cultural, social, and recreational experiences which meet the specialized needs of members of the El Paso community and (b) Independent and cooperative efforts to improve, mitigate, or solve the social problems of and improve life in the El Paso service area.

b. Continuing education is defined as the formal educational programs provided by El Paso Community College which may not be directly applicable to, but do not exclude, certificate and degree programs. These programs are directed toward those adult persons who desire to develop personal potential or resolve problems encountered in their lives and community. Continuing education consists of credit and noncredit courses or activities offered for an adult population. These courses may take the form (conferences, seminars, short length classes, etc.,) best suited for the educational objective.

3. Examine the long range goals of the institution and determine the actual commitment which the college is willing to make to developing a true community service orientation.

4. Consider expanding current efforts, in community services, in the direction of community involvement.

5. Provide better continuing education offerings, in terms of the Southern Association of Colleges and Schools', Standard Nine, and include under the continuing education department all evening courses of vocational and transfer education.

6. As a complement to the preceeding recommendations, develop a new comprehensive plan for providing community services.

IN CONCLUSION

It is hoped that the information extracted from the ideas and data presented will be a continuously viable product. The uses to which the institution may put the information are limited only by the orientation of the user. The material included in the study should be updated as changes take place in the El Paso Community.

Perhaps the best results which could come from this study will be the dialogs which should arise from discussion and evaluation of these data and the recommendations drawn from them.

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APPENDIXES

APPENDIX A
DEFINITION EVALUATION FORMS AND SUPPLEMENTARY MATERIALS

Adjutant Generals Office
Fort Monroe, VA 23651
10 January 1977

Ms. Constance McQueen, President
National Council on Community Services &
Continuing Education for Community & Jr. Colleges
Brooklyn, New York

Dear Ms. McQueen:

This is the request for assistance from your organization, discussed in our earlier telephone conversation. I would like the Executive Committee to review and comment on the appropriateness of my definitions of community services and continuing education.

I am doing a Major Applied Research Project at Nova University. My project will attempt, in part, to functionally define the terms community services and continuing education for El Paso Community College, El Paso Texas. (An abstract of the project proposal is attached) The committee's evaluation will form the basis for adoption or revision prior to these definitions being recommended to El Paso Community College.

To assist the committee members in making an evaluation, I have provided a background statement which outlines the problem under study, the community served, and a profile of El Paso Community College. Attached to the statement is a comment form for each member's use. If at all possible I would like to receive the completed forms by 10 February 1977.

Sincerely yours,

Alphonzo A. Sutherland

2 Incl
1. Abstract of MARP Proposal
2. Evaluation Packets

ABSTRACT

Community Services and Continuing Education

A Practical Delineation for El Paso Community College

by

ALPHONZO A. SUTHERLAND

The Major Applied Research Project (MARP) proposed here is designed to enhance the community services function at El Paso Community College. The problem for this study is the definition and delineation of "Community Service" and "Continuing Education", in such a way that it represents the concepts and goals of the institution with respect to these functions. The objectives of the project are to define the two terms for EPCC, provide the college with an assessment of the degree to which it meets the needs of the community and the development of appropriate recommendations for the formation of a comprehensive community services program.

The MARP will utilize a combination of historical and case study research methods. The definitions will be derived from historical research of the development of the community college in America and the emergence of community services programs. The definitions developed will be submitted to a group of national experts for evaluation.

Needs assessment data will be obtained from governmental studies of the El Paso area on employment, community needs, etc., and from needs assessments done by local private organizations. This information will be updated and correlated with a limited needs assessment conducted as part of this MARP. The needs assessment will be made through a telephone survey of randomly selected numbers from every local exchange.

This study will presumably result in:

1. The development of a single set of definitions which will apply throughout EPCC.

2. Aiding in the diagnosis of community problems and those areas which can be effectively undertaken by the college.

3. The formulation of recommendations which will provide a basis for the development of a viable community services program at El Paso Community College.

Incl-1

EVALUATION SHEET
Proposed Definitions
for
El Paso Community College

COMMUNITY SERVICES are defined as those activities which support the college's function of providing programs responsive to community needs without regard to age groups. These activities include; (a) Providing educational,cultural, and recreational experiences which meet the specialized needs of members of the El Paso community and (b) Independent and cooperative efforts to improve,mitigate,or solve the social problems of and improve life in the El Paso service area.

CONTINUING EDUCATION is defined as the formal educational programs provided by El Paso Community College which are not directly applicable to certificate or degree programs. These programs are directed toward those adult persons who desire to develop personal potential or resolve problems encountered in their lives and community. Continuing education consists of credit and non-credit courses or activities offered for an adult population. These courses may take the form (conferences,seminars, short length classes, etc.,) best suited for the educational objective.

I have read the background information provided and analyzed the definitions above. In my opinion they are:

[ ] Suitable

[ ] Suitable with the following modifications:

[ ] Unsuitable for the following reasons:

Signature (optional)

Dwel 2'

Functional Delineations of Community Services and Continuing Education for El Paso Community College

THE PROBLEM

El Paso Community College, at El Paso, Texas, opened its doors in 1971, as a result of a community feeling that a two year college was vital to the area. It serves both an urban and agricultural community within its service area and it has not yet acquired a permanent main campus.

At present, the college holds candidacy status, for accreditation, with the Commission on Colleges of the Southern Association of Colleges and Schools. A candidate visit was made to the college in September, 1975. The visiting committee was favorably impressed with the progress in community services and continuing education. However, they did identify some weaknesses which should be corrected. Specifically, the visiting committee noted:

> The El Paso Community College catalog, 1975-76 (p. 39) states that one of the college objectives is to offer 'community services and adult education which provide opportunities for part-time instruction in credit and non-credit courses'. The Status Report, 1975 (p. 27) identifies as one of the four major components of the curricula offered by El Paso Community College 'community services and continuing education programs which provide vocational and avocational skills'. Actually El Paso Community College considers only non-credit college offerings, regardless of location offered, as continuing education and community services.

This problem was further accentuated by the fact that in various college publications community services were defined differently.

The objective of the study is to functionally define the two terms for El Paso and provide the college with an assessment of the degree to which it meets the needs of the community.

Incl 2

BACKGROUND

The Service Area.

El Paso is a commercial center for a large area of Texas, New Mexico, and Mexico. El Paso's economic base includes government(F ederal and State) spending, wholesale and retail trade, manufacturing, construction, agriculture and tourism. Seventy two percent of the work force is employed in private industry and 22.5% work for the government. Currently, apparel manufacturing is El Paso's leading industry, followed by electronic assembly.

El Paso is the 5th largest city in Texas and 45th in size nationally. In 1975, the city of El Paso had an estimated population of 360,225 according to the Chamber of Commerce. City residents represented 89+% of the Standard Metropolitan Statistical Area. The median age of the city is 23.0 years. The largest age group is in the 25-35 years category(12.21%).

Racially and ethnically 58% of the population of El Paso is Spanish speaking or Spanish surnamed, 2.8% are Black, and Indians, Japanese, Chinese and others comprise 1%.

The median family income for the population was $7,963. However, families having a Spanish surname had a median family income of $6,619.

The College.

El Paso Community College was founded in 1971 to meet the obvious needs of a large part of the community which was not being served by other institutions. Its expressed aims are to "provide the opportunity for higher education to all citizens who can benefit from the experience, and attempt to serve both society and the individual through a comprehensive, balanced program of general and vocational-technical career education". The college has met with success at least in terms of enrollement, increasing from 901 students in the initial term to more than 10,000 at the start of the 1975-76 academic year. El Paso Community College is somewhat unique even among 'Open Door' community

Inc 123

colleges. The student population is nearly a mirror image of the community with no significant under-representation of any identifiable racial or ethnic group.

A 1975 in-house study of the population, for which continuing education was targeted, developed a profile of a typical student. The study described him as an adult male, 20.7 years old, Spanish surnamed, Spanish speaking, married, employed full time, with 12 or less years of education and native to the El Paso area. He is returning to school after an absence of 10 years and received his secondary education in the Texas Public School System. The IQs of these students were average or above on a national scale. However, their performance on tests measuring acheivement in basic skills indicated a less than high school mean.

As part of the college's community service program, it sponsors or cosponsors a number of conferences, workshops and seminars. These are most often self supporting and provide a response to educational and training needs of the community. A wide variety of courses is offered in community locations. These courses are both vocational and avocational and are open to any resident of the college district 16 years of age or older.

Encl 24

APPENDIX B
THE SURVEY QUESTIONNAIRE

EL PASO COMMUNITY COLLEGE

El Paso, Texas

Telephone Number_____ Date of Interview _____

Interviewer_____ Circle one: Male Female

I am calling you as part of a survey being conducted for the El Paso Community College. I would like to ask you some questions about yourself, the college, and ways in which you think the college (EPCC) could be more helpful to you and the community.

1. HAVE YOU OR MEMBERS OF YOUR FAMILY ATTENDED EL PASO COMMUNITY COLLEGE?
   Yes [ ] No [ ]
   1a. (If the answer was No) HAVE YOU EVER VISITED THE CAMPUS? Yes [ ] No [ ]

2. WHAT DO YOU THINK ABOUT EL PASO COMMUNITY COLLEGE?
   The same as other colleges [ ] Only good if you can't get into another college [ ]
   It is a valuable college for El Paso [ ]

3. WHAT IS YOUR OCCUPATIONAL CATEGORY?
   Clerical [ ] Managerial [ ] Professional [ ] Skilled [ ]
   Semi-skilled [ ] Housewife [ ] Unemployed [ ] Student [ ]

4. WILL YOU PLEASE TELL ME WHICH ONE OF THESE AGE GROUPS INCLUDE YOU?
   12–17 [ ] 18–34 [ ] 35–49 [ ] 50+ [ ]

5. DO YOU THINK EPCC HAS REALLY BEEN MAKING AN ATTEMPT TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR ALL PEOPLE IN THE EL PASO AREA? Yes [ ] No [ ] Somewhat [ ]

6. DO YOU KNOW ABOUT ANY OF EPCC'S PROGRAMS FOR ADULTS? Yes [ ] No [ ]
   6a. (If the answer was Yes) ARE YOU CONSIDERING ENROLLING IN A PROGRAM IN THE FUTURE? Yes [ ] No [ ]

7. IF EPCC WOULD MAKE SOME CHANGES IN ITS COMMUNITY SERVICE AND ADULT EDUCATION PROGRAMS, DO YOU THINK IT SHOULD:

   Offer more practical programs to help people manage their money, rear children, take care of their health and so forth [ ]
   Have only career programs that prepare you for a job [ ]
   Offer more programs to help people to complete college [ ]
   take an active role in helping solve community problems [ ]

8. AMONG THE THINGS WHICH YOU FEEL ARE IMPORTANT, WHAT DO YOU THINK IS THE MOST IMPORTANT PROBLEM IN THE EL PASO AREA? _____

9. DO YOU THINK EPCC SHOULD GET INVOLVED IN HELPING TO SOLVE IT? Yes [ ] No [ ]
   9a. (If answer was Yes) HOW DO YOU THINK EPCC SHOULD DO THIS?

(this ends the interview)

THANK YOU FOR YOUR HELP IN TRYING TO IMPROVE EL PASO COMMUNITY COLLEGE

APPENDIX C
INTERVIEWER INSTRUCTIONS AND CONTROL FORMS

GENERAL INSTRUCTIONS FOR INTERVIEWERS*

1. Ask only one question at a time.

2. Try to make sure that the subject understands the question.

3. Repeat the question if necessary.

4. Allow the subject time to answer the question, but do not let the interview drag.

5. Listen carefully to the subject's answers.

6. Avoid suggesting answers to the questions.

7. Do not show signs of surprise, shock, anger, or other emotions if unexpected responses are given.

8. Maintain a neutral attitude with respect to controversial issues during the interview.

9. Use tact in getting the subject back to the question when he has strayed too far from the subject.

* Leo J. Fieberger, "El Paso Manpower Needs Assessment for Education and Planning" (Unpublished Report for Texas Education Agency, 1973), p. 88.

EL PASO COMMUNITY COLLEGE

Telephone Survey Control Log

CODES:

Completed Calls

X - Interview complete (Adult Only)

A - Not a working number

B - Refused

C - Language difficulty

Incompleted Calls

1 - Line Busy

2 - No answer

3 - No adult home/busy

Telephone Exchange

	1st Call			2nd Call			3rd Call		
Number	Date	Time	Code	Date	Time	Code	Date	Time	Code

Extra Numbers

APPENDIX D
LIST OF THE EXECUTIVE COMMITTEE
NATIONAL COUNCIL ON COMMUNITY SERVICES AND CONTINUING EDUCATION

NATIONAL COUNCIL OF COMMUNITY SERVICES AND CONTINUING EDUCATION

A Council of the American Association of Community and Junior Colleges

President	Ms. Constance J. McQueen New York City Community College Brooklyn, New York
Ist Vice President	Dr. John J. Cavan Atlantic Community College Mays Landing, New Jersey
2nd Vice President	Dr. Betty Ann Metz Bristol Community College Fall River, Massachusetts
Treasurer	Dr. Frederick Otto Hagerstown Junior College Hagerstown, Maryland
Secretary	Dr. John H. Kendrick Middlesex Community College Bedford, Massachusetts
Immediate Past President	Dr. Gunder A. Myran Washenaw Community College Ann Arbor, Michigan
Region I (Conn., M., R.I., Vt.)	Dr. Robert N. Rue Mohegan Community College Norwich, Connecticut
Region II (N.J., N.Y., Puerto Rico, Virgin Islands, Panama Canal)	Mr. Alexander Vasquez Educational Opportunity Center Brooklyn, New York

Region III (Del., D.C., Md., Pa., Va., W. Va.,)	Dr. Jospeh P. DeSantis Md. State Dept. of Education Baltimore, Maryland
Region IV (Ala., Fla., Ga., Ky., Miss., N.C., S.C., Tenn.,)	Ms. Barbara Byrant Gadsden State College Gadsden, Alabama
Region V (Ill., Ind., Mich., Ohio, Wisc.,)	Mr. Gary Lemke Kellog Community College Battle Creek, Michigan
Region VI (Ark., La., N.Mex., Okla., Tex.,)	Ms. June Jones Paris Junior College Paris, Texas
Region VII (Ia., Kan., Mo., Nebr., Minn.,)	Mr. Thomas Garrett Pioneer Community College Kansas City, Kansas
Region VIII (Colo., Mont., N. Dak., S. Dak., Utah, Wyoming)	Mr. Keith Miller Mesa College Grand Junction, Colorado
Region IX (Ariz., Cal., Hawaii, Nev., Am. Samoa, Guam, Trust Terr. of Pacific Islands	Mr. Yoshio C. Makamara Rio Hondo College District Whittier, California
Region (Alaska, Idaho, Oregon, Wash.)	Dr. H. Carlton Smith South Seattle Community College Seattle, Washington

APPENDIX E

EXTRACT OF COMMENTS BY EXECUTIVE COMMITTEE ,NCCSCE

COMMENTS & SUGGESTIONS

Definition of Community Services

1. Recommend the words sex/race, etc. be added to the phrase "without regard to age groups".

Definition of Continuing Education

1. Modify the section which refers to "which are not directly applicable to certificate..." if occupational programs lead to degrees-certificates for part-time continuing education students.
2. Delete "directly" and substitute "not necessarily applicable to..."
3. Question the use of "consist of credit and non-credit." Why introduce the concept of credit courses if not applicable to certificates or degrees? Credit for what purpose?
4. Acceptable if development of "personal potential" means vocational and/or career retraining. Credit/non-credit should not be a definitional quality.
5. If continuing education at EPCC consists of only "non-credit offerings, regardless of location offered", then in my opinion El Paso does not have a continuing education component. Continuing education should be for credit or no credit, but a blend of certificate and degree programs, so that a student may make progress toward a degree objective while attending at an off-campus location.
6. You may want to differentiate Continuing Education as extension type educational programs which offer credit leaving all non-credit educational programs in Community Services.

APPENDIX F
EXTRACT OF COMMENTS TO QUESTION 9a

Extract of Comments to Question 9a:
How should EPCC help to solve the community
problem identified in question 9:

Unemployment

Technical training - More training - More career programs - Prepare people for jobs - Rehabilitation - Find jobs - Job placement - Skill and education -.

Crime

Education helps - Get kids into more classes - Organize students against crime - Teach crime reporting as prevention - Like Project Bravo Outreach - More law enforcement classes - Protection/legal information - Classes for the public -.

People (Attitudes, religion, race relations, bilingualism)

Education helps - Surveys to gather information - Student calsses - Teach the Bible - More classes in the evening - Outreach -.

Aliens

Educate employers not to hire - Advise city council - Present institution's side of it -.

Government

Talk to the government - Lend support to programs - Consultation -.

Low Wages

Train people - Practical courses in technical skills -.

Don't Know

EPCC is doing good job now - Stay out of politics but help - Not really what a college is for -.

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